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ABSTRACT

This collection of ten papers presented at an institute designed to extend the participants' professional competence in providing media services and materials to handicapped children and adolescents is introduced by a brief description of the institute program. The presentations are entitled: (1) Introduction to and Interpretation of PL 94-142; (2) Handicapping Conditions and the Needs of Handicapped Children; (3) The Role of the Library Media Specialist in the IEP Process; (4) Materials Components of Individualized Education Programs; (5) Bibliographic Sources of Materials for Handicapped Learners; (6) Criteria for the Seletion of Materials for Handicapped Learners; (7) Selecting Materials for Individual Handicapped Learners; (8) The National Library Service for the Blind and Physically Handicapped; (9) Planning an In-service Training Program; and (10) Strategies for Communicating with Parents Regarding Services and Materials for the Handicapped. The institute concluded with summary remarks by the director and a final charge to the participants. A list of consultants and speakers, a list of participants, and the daily schedule are appended. (Author/RAA)

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SERVICES AND MATERIALS FOR THE HANDICAPPED:

AN INSTITUTE FOR SCHOOL LIBRARY MEDIA PROFESSIONALS

Held at

Northern Illinois University
Department of Library Science

August 12 - 17, 1979

Edited by

Henry C. Dequin
Project Director

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INTRODUCTION

The genesis of this institute extends back to September 1977 when this writer attended a one-day institute sponsored by the Illinois Office of Education on "Needs of the Handicapped for College/University Library Science/Instructional Technology Instructors." This was followed by participation in a one-week institute at Florida State University in August 1978 which was titled "Institute on Library Service to the Handicapped: Instructional Material for Inclusion in the Core Curriculum of Library Schools." These two institutes reinforced the idea and the need for an institute specifically for school library media professionals on services and materials for the handicapped.

The institute which is reported in these proceedings was held at Northern Illinois University from August 12 to August 17, 1979, supported by the United States Office of Education under Title II-B of the Higher Education Act. The purpose of the institute was to extend participants' professional competence in providing media services and materials to children and young people who are handicapped mentally, physically, and/or emotionally.

The papers began with background information on PL 94-142 and concluded with ways in which school library media professionals can work with parents. Dr. Kieth C. Wright opened the institute with two papers, "Introduction to and Interpretation of PL 94-142" and "Handicapping Conditions and the Needs of Handicapped Children." The role of school library media professionals in relation to Individualized Education Programs (IEP) and materials components of IEPs were presented by Dr. Colleen S. Blankenship and

Robert E. Abbott. Dr. Henry C. Dequin provided bibliographic sources of materials for handicapped learners and criteria for the selection of materials for the handicapped, and Dr. Sarah McCracken discussed selecting materials for individual handicapped learners. The services of the National Library Service for the Blind and Physically Handicapped were outlined by Elizabeth Carl. Robert Abbott gave ideas for planning in-service training programs for teachers, and Sarah McCracken offered strategies for communicating with parents regarding services and materials for the handicapped.

Throughout the institute were small group sessions, plenary reports, individual activities, panel presentations, and film showings. Participants and consultants went on a field trip to the Illinois Regional Library for the Blind and Physically Handicapped in Chicago for a tour and presentation of services led by the director, Donna Dziedzic. A panel of three special education coordinators in DeKalb County--Dave Costello, Bill Peters, and Dan Hurd--provided valuable insights into their work as well as into the needs and feelings of handicapped students.

Summary remarks by the institute director; the final charge to the participants by Dr. Sylvia G. Faibisoff, Chair of the Department of Library Science, Northern Illinois University; the list of consultants and speakers; the list of participants; and the daily schedule are included in the final pages of the proceedings.

I would like to acknowledge the financial support of the United States Office of Education as well as the contributions of several other people. Valerie Wilford, Department of Information Sciences, Illinois State University, Normal, in addition to serving as the official evaluator

of the institute, gave assistance "above and beyond the call of duty" throughout the days of the institute. Library Science graduate students Elva Wilderman and Jane Smith, who were participants in the institute, also assisted with the organizational and technical duties of the institute. I appreciate, too, the sustained moral support and encouragement of our department chair, Dr. Sylvia G. Faibisoff, as well as the many hours of typing spent by the department secretaries, Barbara Parot and Michael Jankowski.

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November 1979

INTRODUCTION TO AND INTERPRETATION

OF PL 94-142

by Kieth C. Wright

On November 29, 1975 President Gerald Ford signed PL 94-142, The Education for All Handicapped Children Act. While some of the provisions of this act may be regarded as revolutionary, the act really evolves out of a long struggle by handicapped citizens and their advocates to redress an inequity in their lives.

The basic provisions of 94-142 are designed to:

1. Assure that all handicapped children have available a free appropriate public education

2. Assure that the rights of handicapped children and their parents (or surrogates) are protected

3. Provide financial assistance to states and local jurisdictions in the provision of education for all handicapped children

4. Provide a means of assessing the effectiveness of State Education Agency and Local Educational Agency efforts.

The struggle for an adequate public education for all children is usually traced back to the 1954 case of Brown vs. Board of Education (347 U.S. 483, 74 S. CF. 686. 98L. Ed. 873). The Supreme Court decision states:

> In these days it is doubtful that any child may reasonably be expected to succeed in life, if he is denied the opportunity for education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

Although there is no Federal constitutional provision for compulsory or voluntary public education, once a state has undertaken to provide public

education, it must be provided for all. (Abeson and Zettel, 1977; Dimond, 1973; O'Donnell, 1977).

All children have not received such services. Biklin (1973) estimated that about two million children are now excluded from school and that as late as 1969 approximately 60 percent of the mentally retarded received no education at all. During the Congressional hearings on PL 94-142 these facts were reported and included in the statement of findings and purposes:

- more than half of the eight million handicapped children in the U.S. do not receive appropriate educational services
- one million children are excluded entirely from the public school system
- many handicapped children never have their handicap detected during their educational experience.

The basic principle of equal opportunity for education established by Brown was taken up by the Federal courts in two other cases:

- PARC vs. the State of Pennsylvania (343 F. Supp. 279. E.D. Pa. 1972)
- Mills vs. Board of Education of the District of Columbia (348 F. Supp. 866. D.D.C. 1972).

The Pennsylvania case, decided by consent decree, established that all children are educable in one fashion or another:

> It is the Commonwealth's obligation to place each mentally handicapped child in a free, public program of education and training appropriate to the child's capacity, within the context of a presumption that, among the alternative programs of education and training required by the statute to be available, placement in a regular public school class is preferable to placement in a special school class.

The consent decree also established notification and due process hearings prior to any denial of admission to a public school program.

In 1972 the Mills decision emphasized that the Board of Education was obligated to provide whatever specialized educational services would benefit the child. The decision clearly forbids the denial of education to any child on any basis (including lack of funds) and provides for prior hearings, periodic reviews of the child's status, and hearing prior to reassignment:

> The District of Columbia shall provide to each child of school age a free and suitable publicly supported education regardless of the degree of the child's mental, physical, or emotional disability or impairment.

Excellent summaries of the law are available for detailed study. (Amicus, 1977). In this paper, the author wishes to focus on three aspects: (1) pre-school programs, (2) Individualized Education Programs, and (3) normalization.

Pre-School Programs

Pre-school programs are mandated by the law which requires that educational services be provided between the ages of three years and twenty-one years for all handicapped children. A financial bonus is provided to states which fund and provide educational services in the pre-school years. In the case of almost all disabilities which handicap children, it is crucial to identify the specific disability and begin educational (and perhaps medical) treatment at the earliest possible time. For the first time, federal law requires the school system to seek out those children who may have handicaps and to begin the process of educational planning and programming by the age of three years. The law changes the role of the school system from that of a "receiver" of children who are chronologically old enough for school to that of a "finder" of children who may require individualized plans by the age of three years.

Many readers of this paper will be familiar with the "child find" programs of various educational systems which attempt a broad campaign of parent and public education and which provide community-based diagnostic services. Early detection of disabilities can help children from becoming so handicapped by their disability that they cannot benefit from educational programs. A wide variety of screening tests and activities have been designed to assist parents, nursery teachers, and home visitors in the identification of handicapping conditions. The thrust of finding young children and providing screening and educational services moves our society from the concept of "re-habilitation" toward the concept of "habilitation," that is, the treatment of disabilities from birth rather than the later discovery and retraining processes which are so familiar to us.

Because so much learning takes place during the early years, the identification and treatment of handicapping conditions as early as possible in the life of the child means that "found" children may not have to suffer needlessly because of undetected disabilities. The need for such early idenitification and treatment was recently highlighted for the author when he learned that the Charlotte, North Carolina, "child find" program had found a seventeen year old, totally deaf child who had never been in school and had no means of communication beyond his immediate family!

Before turning to other topics, it may be important to distinguish between "finding" handicapped children and "labeling" such children. Mercer has summarized the problems of labeling.

> First, these children are usually placed in programs separated from "non-handicapped" children and isolated from the mainstream of school life.. Second, there is a terrible stigma to being labeled mentally retarded. Parents reported that their children were ashamed to be seen entering the "MR" room because they were often teased by other children about being "MRs" ... Third, curriculum in the classes in which these children were placed is generally so limited that many children rapidly become educationally retarded, relative to children the same age who remained in the regular program... and Fourth, these children tend to be placed permanently in classes for the mentally retarded. Our study showed that only one child in five is ever returned to the regular class. (Quoted by Postlewaite, 1977).

PL 94-142 recognized that many testing procedures and processes for screening can be culturally and linguistically biased, and urges recognition of the "means of communication" appropriate to the child. Past experience with educational identification and placement decision indicated that labels have been wrongly assigned to children and that the child and the parents have been stuck with the label on a fairly permanent basis.

Another major problem with the labeling of children has to do with the expectations of teachers and other educational personnel as soon as the label becomes known. The label often indicated to those people that the child will act in specific stereotyped patterns based either on previous experiences of the teachers or on prejudice. Some children, therefore, face a "Catch 22" situation in their placement based on a "label" and the expectations of the school system.

Mercer (1975) and Hobbs (1975) have discussed the implications of such labeling and testing practices. It is not the intent of PL 94-142 to create large numbers of pre-school children permanently labeled into preconceived categories and "tracked" into failure on the basis of professional expectations. To avoid such possibilities, the Individualized Education Program is introduced as a part of PL 94-142.

Individualized Education Programs (IEP)

An Individualized Education Program is to be developed for each handicapped child. The process of developing the IEP allows for due process procedures for parents and child, appeals and outside consultation on specially designed instructional programs, and definite, finite time periods for each program. (Torres, 1977).

The program is to be individually developed for a child, not for a group or category of children. The education defined by the program is to specify elements of special education service which the child needs in addition to regular classroom instruction. It is called a "program" because specific measurable services which will be provided to the child are defined; it is not a plan with guidelines, from which a program could later be developed. (Weintraub, 1977).

The IEP is an agreement between a representative of the local education agency (qualified to offer or supervise special education), the teacher(s) of the child, the parent or guardian, and whenever possible the child himself. All these people have vital information about the child and all are to contribute to the development of the needed service program. The parents have the right to know about the program possibilities, to seek outside counsel, and to disagree with specific portions of the program.

The IEP is not only a group-developed program; it is also a written statement which must include:

- a statement of the child's present level of educational performance
- a statement of annual goals including short term instructional objectives

- a statement of specific educational services to be provided
- the extent to which the child will be able to participate in regular educational programs
- the date for initiation of services and the duration of such services
- objective criteria, evaluation procedures, and other means to determine if instructed objectives are being met (at least once a year).

Goodman (1976) notes the implications of both the pre-school and the individualized portion of the law. As school systems seek to provide early, individualized educational services for handicapped children, services which are measurable and cooperatively developed, we should see the demand from parents of "normal" children for similar services.

Finally, it may be important to note that IEPs are meant to focus on the individual child whose needs may change over time. For this reason a child may spend varying amounts of time in regular classroom situations, special classes, or separate institutions. The burden of proof is always on the school system: Is the child receiving the needed educational services in the least restrictive environment possible? The common misconceptions that:

- all the handicapped children will be "dumped" in regular classrooms
- handicapped children are so different that they always require specially trained teachers and special resources
- handicapped children will destroy the educational opportunities for regular children,

need to be discussed and denied. There is no plot on the part of Congress or the handicapped citizens groups to destroy public education or to create a unique class of specially privileged children. There is a long

term, coordinated effort to make sure that all children have as "normal" an educational experience as possible, and to end the isolation so long experienced by handicapped persons.

Normalization

Society's general attitudes concerning the handicapped have been summarized in Lori Case vs. the State of California:

> From ancient to modern times, the physically, mentally, or emotionally disabled have been alternatively viewed by the majority as dangers to be destroyed, nuisances to be driven out, or as burdens to be confined...[T] reatment resulting from a tradition of isolation has been invariably unequal and has operated to prejudice the interests of the handicapped as a minority group. (p. 2a.)

In education, these social prejudices have been manifested in institutionalization, exclusion from regular schools, stereotyped classification schemes as well as often arbitrary and even capricious placements on programming.

PL 94-142, together with PL 90-480 "Elimination of Architectural Barriers to the Physically Handicapped" as well as the "Rehabilitation Amendments of 1973" (PL-93-112 which resulted in the now famous 503 and 504 regulations recently restricted by the Supreme Court), have all attempted to move society toward a recognition of the rights of a minority group: the handicapped citizen. As with other such legal actions on behalf of minorities, we can expect resistance, prejudice, and attempts at legal denial. Shortly after the Supreme Court acted against Ms. Davis on the basis of their interpretation of the 504 regulations, the Mass Transit Association filed suit to discuss efforts to create access for the handicapped citizen on buses or in subways citing the Davis decision as a part of their basis for a suit.

When times are good and resources are viewed as limitless, society has a good record of including more and more groups in the "mainstream" of society. Now that resources are seen as limited, Proposition 13 efforts abound, and inflation grows each month, we can expect to see efforts to pull back from a full financial and social commitment to handicapped children. As one handicapped person said, "Just when they decided we could have a piece of the pie, someone decided there would be no dessert."

A pull-back from full educational and economic opportunity for handicapped children would be tragic for several groups:

First of all, it would be tragic for handicapped children and their families, especially tragic for those who have always been left out because of the severity of their handicapping condition or because of multiple handicaps. Those who question the high cost of providing educational services, building access, or communication aids need to consider the higher economic and social costs of under-employment or unemployment for those denied such services. The long term costs of custodial care, under-employment, "make-work" shelters, and enforced idleness are astronomical. As persons concerned to share information about handicapped citizens, librarians and media specialists should be careful that the <u>whole</u> economic picture is available to citizens--not just the initial cost of building access, special equipment, or other services. Make sure the economic gains of successfully trained, employed persons who happen also to be handicapped are part of the picture.

Second, it would be tragic for "normal" children and their families if the social and educational isolation of handicapped children continues. It is destructive for children and their families to live in ghettos--

even when those ghettos are comprised of the "normal" population. When we isolate children from older people, we create an unreal world and children respond with distorted perceptions of what older people are like and what happens when you get old. In the same way isolation from people who are different because of handicapping conditions can create a wide variety of stereotypes, unreasonable fears, and a poverty of experience we would do well to avoid. In the real world, people have many different characteristics, abilities, and handicaps. We can appreciate the humanity of each one as we have a wide range of experience with people. If we are socially isolated, we deny our own amazing array of human experiences. One of our tasks is to see that our media and materials reflect the full array of human experience including the experience of handicapped individuals. As our collections are evaluated in order to be non-sexist or non racist, they should also be "non-handicappist."

Finally, it would be tragic for our society as a whole if we deny full participation to handicapped citizens. One measure of a society is how that society provides opportunities to its citizens. A society which denies rights to certain groups on the basis of physical, mental or emotional disabilities is clearly ethically inferior to societies in which such persons have equal opportunity. Such a society also loses the contributions of a group of citizens, a cost which it may not be able to afford in the long run. No society ever has a surplus of talent or goodness; who can say what talents, skills, or values now lie buried under the past neglect of handicapped citizens? It seems to the author that it is an altogether right thing to do when we establish a policy of full partici-

pation for handicapped citizens. No matter what judicial decisions are made, or what appropriations are cut, or what new restrictive laws are passed, that right seems self-evident. If librarians have been the caretakers of civilization in the past, they are now, it seems to the author, obligated to focus the best light of that civilization on the needs of handicapped persons.

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HANDICAPPING CONDITIONS AND THE NEEDS OF HANDICAPPED CHILDREN

by Kieth C. Wright

The focus of this paper is on children who have handicapping conditions. When we discuss particular kinds of physical or emotional disabilities, we need to remember that disabilities are turned into handicaps by the society around the child. tenBroek and Matson (1966) have discussed this socially imposed barrier which has been named "handicapism" by Biklen and Bagden (1978). Kriegal (1969) points out that a particularly deadening aspect of handicapism is the paternalism of the large society which allows them to know what is good for you, make your decisions, set the norms and expect you to be thankful.

The children we are considering have the same basic needs as other children and go through the same developmental stages. Their specific needs and rates of development will be influenced by their disabilities, by the ways in which those disabilities are handled by their parents, and by the way society tends to deal with those perceived as different. As Lippman (1972) states:

> ...to meet adequately and appropriately the needs of mentally retarded and other handicapped persons in our society calls for more than patch bandages, more than sympathy, more than "charity" in the secular sense, more than tolerance and doles and favor and make-work. What it takes is a total revision of our society's value system. Until we see the essential equality of every human being, until we acknowledge and act on each one's right to equal opportunity, it's all mere rhetoric. (p. 9.)

Since society has begun to recognize the rights of handicapped individuals through court decisions and federal laws (such as PL 94-142, The Education for All Handicapped Children Act), those of us in education face the task of finding ways to serve not only the handicapped child, but also the family and society in general. Educating children who have disabilities does not remove prejudice from society or give the members of that society successful experiences with handicapped people.

This paper will consider the following categories of handicapping conditions:

- Hearing Impairment
- Visual Impairment
- Physical Handicaps
- Mental Retardation
- Learning Disabilities
- Emotional Disturbances

In developing resources and programs in the media center, we do need to have some understanding of these "special" children. Our materials collections should reflect a variety of ethnic, sexual, and handicapped lives. The Public Library of Cincinnati and Hamilton County's Dealing with Difficulties: A Bibliography (Cincinnati: Public Library Exceptional Children's Division, 1978), as well as the bibliography of Mullins and Wolf (1977) may be helpful in expanding our collections. At the same time, we have resources covering a wide variety of topics which will interest handicapped children, if we have the proper format and equipment to make those resources available.

Hearing Impaired Children

There are several types of hearing impairment resulting from different causes: illness, trauma, and heredity. "Hard of hearing" children usually can hear speech sounds but may have difficulty decoding those sounds into intelligible speech. "Deaf" children are unable to hear speech sounds so that they can be understood and used in the communication process. Mindel and Vernon (1971), Fine (1974), and Schlesinger and Meadow (1973) have discussed the impact of deafness and hearing impairment on the child. Since so much of our information about our social world comes to us by means of the ear, undetected hearing loss may mean that a child is cut off (partially or totally) from the basic socializing process of our society and that basic developmental foundations for language and reading success are missing.

A great deal depends on the age when the hearing impairment occurred and the age at which it is discovered. Children who have the opportunity to hear speech and understand it prior to a hearing loss come to school with an auditory memory of language sounds and language referents. If the parents of the child know about the hearing loss, they can begin to seek ways to communicate with the child including hearing aids, special attention to the use of sounds, speaking to the child when he/she is looking at you and total communication, a system of sign language, sound, and lip movement.

Katz, Mathis, and Merrill (1974) have summarized the issues facing parents as they prepare to consider public school education for their hearing impaired children. A basic issue lies in the area of communication. Can the child understand what is happening in the school, and do people

on the school staff attempt to communicate with the child and encourage other children to do so? In the past, a major argument in the education of hearing impaired children centered on "oral" communication (using speech reading) and "manual" communication (using some form of hand gesture language for communication). Obviously there is no one answer for all children. Some children can learn to speech-read very well, some children need visual stimulation in terms of clear sign symbols, pictures, and other graphics. Janice Orlansky (1977) points out that not all hearing impaired people use sign language, speech-read, have understandable speech, wear hearing aids, or see so well they can overcome their hearing loss; yet, we may generalize by saying that all such people have a communication problem to some degree.

Because of this communication problem, many hearing impaired children entering school will have language deficits. They may have concepts or experiences for which they have no English language symbol. A common fallacy is that deaf people (including children) will read extensively because they can not hear. The English language problem often makes reading for information or pleasure difficult. Deaf adults are often painfully aware of their language problems and tend to socialize in their own community (Putnam, 1976). In media center services the librarian will need to understand the need for total communication with hearing imparied children. Obviously, a totally verbal story hour may not reach some children. Pictures, puppets, sign language, captioned films may be needed. We can also be alert for hidden hearing loss. Notice the child who has chronic ear aches, who turns the head (or the whole body) to hear what is said, who does not seem able to follow directions, who does

not pay attention, or who seems reluctant to join large group activities where there is a lot of talking. Some of these observations will also be true for learning disabled, second language, and mentally or emotionally handicapped children. These similarities may expain why some hearing impaired children have been misclassified and misplaced in our educational programs.

Media center staff will find that there are a number of materials which combine signs and stories available from the Gallaudet College bookstore (Kendall Green, Washington, D.C. 20002) and Joyce Motion Picture Company (8613 Yolanda Avenue, P.O. Box 458, Northridge, CA 91324). Many community colleges, universities, and adult education programs offer introductory sign language programs, and courses related to the learning impaired individual. Your state library agency and state department of education will both have information on educational captioned films and other media materials for these children.

As a final note, sign language systems are not only useful with the deaf child but may also prove very effective with children who have communication difficulties and/or deficits in intellectual functioning. The bibliography by Brown, Vanderheider, and Harris (1977) illustrates the wide array of techniques and technology now in use. Lloyd's book on Communication Assessment and Intervention Strategies (Baltimore: University Park Press, 1976) contains a number of articles on non-verbal sign system for children who have verbal communication disorders.

Visually Impaired Children

Orlansky lists three types of visual impairments:

1. Visual acuity may be reduced so that the child may not see sharply and may need to get very close to see objects. Wrapping gauze over the eyes or using out of focus binoculars will give an impression of this problem.

2. Field of vision may be restricted so that the usual wide area taken in by the eye is restricted. Looking through a paper tube or paper cylinders mounted on the frames of eyeglasses will give some impression of the restricted field of vision.

3. Color vision may be defective. Here the contrasts between black and white television and color television may be helpful. Try watching the same program on two sets--side by side. Since many warning devices (stop lights, signs, etc.) are color coded, children with color vision defects must learn other cues to "read" these messages.

In this paper, "blind children" will be used to indicate those children who cannot use any point format (no matter how enlarged or illuminated) for practical reading purposes; "partially sighted children" will be used to indicated those children who can read if materials are modified in terms of print size or type of projection.

Blind and partially sighted children vary in terms of the amount and type of visual loss and in terms of the age of onset. A child who has been blind since birth lacks visual memory of the world, while a child who becomes blind will have a far different memory of the world.

Orlansky (1977), McDonald and Parnell (1976), Hatlen (1976), Hanninen (1975), and Scott (1976) have all offered practical suggestions concerning the integration of "blind" and partially sighted into the regular classroom. We may summarize:

1. The attitude of the teacher is crucial to the student's success. Every attempt should be made to deal with these students like all other students in terms of assignments, activities, seating, and use of free time. In the beginning everyone may be uncomfortable with "visual" verbs like "see," "look," "blind," etc.; however, normal use of language should be encouraged.

2. Mobility independence is important to the success of these children. While other children or aides may have to assist the child in orientation to the room and building, the goal should be free mobility throughout the school. Aylor (1972) has suggested that inservice training should include an experience of trying to guide a blindfolded person with verbal directions. Once children have learned the set-up of a room, it will help if they are told when major furniture, lounges, shelves, and tables are moved.

3. Be ready to offer cues when necessary about which direction to face when speaking to a group and where the picture you are discussing is located. In the beginning it will be helpful if the teacher and students identify themselves when they are speaking. Never walk away or leave the room without telling the blind child.

4. There are many devices to assist the blind and partially sighted person in the learning process. These include cassette recorders, Braille equipment, enlarged texts, closed circuit television, "talking" calculators and print readers, and large type typewriters. The equipment available should be introduced as unobtrusively as possible. Questions of other children should be answered (perhaps by the blind student), but the emphasis should be on the use of equipment by the blind or partially sighted student in the normal flow of activities, not on demonstrations or play for other students.

5. Good non-glare lighting and adjustable desk tops may be very helpful to partially sighted students. Remember that many books and kinds of paper for writing have a high glare factor. Felt-tipped pens and "soft" lead pencils may also help the partially sighted student.

6. The regular classroom environment makes much use of visual materials on chalk boards, posters, and flip charts. In helping classroom teachers with curriculum development, we should be ready to suggest alternatives for the blind and partially sighted child, such as (a) an individual large drawing to be passed out instead of a sketch on the blackboard, (b) raised line drawing for the blind student (often hand-done with the Braille stylus), and (c) special Braille material available from outside sources (American Printing House for the Blind, National Library Service for the Blind and Physically Handicapped). In general, the principle is to create classroom and media center instructional situations in which the blind and partially sighted student has access to the same information and opportunities for the same participation as other students <u>without</u> creating a situation where that child is held up as "different".

<u>Physically Handicapped Children</u>

For the physically handicapped child, the basic problem is <u>access</u>: access from home to transportation (car, school bus, walkways), access to the school building, access to the rooms and resources of the school. Most older buildings and transportation systems make some false assumptions. Noahes (1966) points out that library facilities designed for the "average" person rest on three assumptions: (1) most people possess statistically average characteristics; (2) those who do not possess such characteristics can easily adapt to design solutions based on average characteristics; and (3) those who cannot so adapt constitute a very small percentage, or are in institutions, or at least out of sight.

Edgington (1976) has offered practical guidance for the classroom teacher who is facing the prospect of having visually impaired children

in the classroom. Many of her suggestions for attitudes, management of seeing peers, and activities modifications may be helpful in the media center.

It is important to note that many people are physically handicapped on a temporary basis. Public transportation, curbs, stairs, heavy doors, crowded rest rooms all provide barriers to most of us at some time during our lives. Accessible facilities are not just for the permanently handicapped.

We obviously know how to create accessible transportation and facilities. The following are examples:

Mace, Robert. An Illustrated Handbook of the Handicapped Section of the North Carolina State Building Code. Raleigh, NC: North Carolina Department of Insurance, 1974. (The Department's address is P.O. Box 26387, Raleigh, NC 27611.)

Educational Facilities Laboratory and the National Endowment for the Arts. Arts and the Handicapped-An Issue of Access. New York: The Laboratory, n.d. (The Laboratory is located at 850 3rd Avenue, New York, NY 10022.)

"Architectural Barrier Removal for All." (Seven slide/cassettes). East Central University, Ada, OK 78420.

President's Committee on the Employment of the Handicapped. Making Colleges and Universities Accessible to Handicapped Persons. Washington, D.C.: The Committee, n.d. (4-page reprint of "Architectural Checklist" from State University Construction Fund, Albany, NY.)

U.S. General Accounting Office. Report to Congress: Further Action Needed to Make All Public Buildings Accessible to the Physically Handicapped. Washington, D.C.: General Accounting Office, 1975. (The G.A.O. is at 411 G Street, N.W., Washington, D.C. 20548.)

U.S. Department of Housing and Urban Development. Barrier Free Site Design. Office of Policy Development and Research in cooperation with the American Society of Landscape Architects Foundation, 1975. (Note bibliography, pp. 79-82.)

Nugent, Timothy. Architectural Accessibility. Washington, D.C.: White House Conference Office, 1976.

As physically handicapped children enter our schools we need to consider the arrangement of our media centers so that they can be made accessible. Velleman (1974) makes the following suggestions:

- Library facilities should be "open" psychologically and physically so that people in wheelchairs will feel welcome and able to move about freely.

- Shelving should not be over five feet high and is easiest to use if placed around the perimeter of the room. If there are rows of shelves, can a person in a wheelchair enter an aisle, turn, get a book, and exit? Lowest shelves may often be useless.

- The base of a catalog cabinet should be sixteen inches high. If a book catalog is used, it should be accessible to a person sitting in a wheelchair and as light as possible. Libraries going to on-line systems and microform catalogs should think about ease of retrieval for the handicapped.

- Pages in catalogs, indexes, and reference tools should be strong so as not to tear easily.

- Non-print materials and realia should be arranged for ease of access. The same thing can be said for pamphlet and vertical files.

- Tables should be high enough so that wheelchair arms clear when rolled up to the table. Tables with aprons or pedestal legs will block wheelchairs. Some wheelchairs are twenty-nine inches tall; can these people find a table to use?

- Windows and bulletin boards should be low enough to be useful to those in wheelchairs. This also holds true for drinking fountains, telephones, copy machines, and change making machines.

Many physically handicapped children can use regular print and media materials (if they can get to the shelves, cabinets and hardware); however, some children will have disabilities which make use of regular print materials and media equipment impossible. Much media equipment can be modified to allow for use, and the recorded materials of the National Library Service and Recordings for the Blind will help these print-handicapped individuals.

It is important to make sure that the access we create does not isolate the physcially handicapped child. Ramps may be created so that we all enter and leave the building together; or the ramp may require the handicapped child to use a separate door, or go another route into and out of the building. Bathrooms, tables, media centers, cafeterias, gymnasiums, school buses should all be examined to see if we are including everyone. In media center operations our story telling, puppet theater, and library instruction can be evaluated to see if physically handicapped children can participate with other students in these activities.

Mentally Retarded Children

According to the American Association on Mental Deficiency mental retardation has three basic characteristics:

1. sub-average intellectual functioning
2. deficits in adaptive behavior
3. appearance of these characteristics during the developmental period. (Everson & Brody, 1975).

This definition stresses that I.Q. test scores alone do not make the whole person. We need to know about when these characteristics appeared, and to observe the social/adaptive activities of the individual.

Many mentally retarded individuals can learn to function as productive members of society who have good social adjustment. The goal of "independent living" is appropriate for these persons. Gold (1973) has demonstrated that even very severely retarded individuals can be trained to care for themselves and do fairly complex work tasks.

Retarded children are now being successfully integrated into public school by means of special classes, resource teachers, and involvement in regular classroom activities. In the media center, these children can be involved in story times, puppet activities, and reading activities involving materials of appropriate difficulty. Some specific suggestions include:

> Get to know the individual. The library staff should spend enough time with individuals to know their interests, have some estimate of their reading level, and to gain the confidence of the mentally retarded individual as a person. This suggestion should not be taken to mean that the librarian will diagnose each individual in any clinical sense or apply any set of standardized tests. Rather, mentally retarded individuals have a variety of interests and needs. Library programs and services need to be matched with those needs and interests.
>
> Use activities which involve all of the senses. Beyond picture books and puppets, library activities should be developed which involve actual experiences with something to do--to touch, to smell, to taste, to draw. Take group visits to nearby places. Use the story involving the gingerbread man (or another edible) followed by making, baking, smelling and eating. Color pictures mounted on cardboard may be used for story presentations and passed among the members of the group. Any activity which involves several of the senses will be more meaningful to the participant. Librarians may find that several objects, activities, or situations will be needed to develop the real sense of a concept. Imagine several ways to deal with the concept of "big and little" or "hard and soft" or loud and quiet."
>
> Make use of cues and repetition. Story hours or puppet theater or questions in a group setting should make use of various cues which will suggest appropriate answers that allow individuals to take the risk of responding. Individuals are often hesitant to fail in the group setting. As the librarian

develops ongoing groups or discussions with individuals, the number of success cues can often be lessened. Repetition of a single idea, a theme or an activity can be useful in this context. Picture books, stories, drama, records, songs should have a repeated theme which individuals come to expect, then to anticipate, and finally to modify for their own enjoyment. Success for each participant can motivate individuals to try more and more complex and involved activities.

Involve visual media. Pictures, puppets, and projected transparencies need to be used with a good sense of visual literacy. The image should be clear and uncluttered and free from complicating detail. Color pictures should use bold and primary colors and any kind of transparency should be clearly evident and outlined.

Use touch and demonstration in the process of communication with individuals. Many of us grew up in environments where "how to" was the regular mode of instruction. Mentally retarded individuals will often have to be shown--by demonstration ("do as I do"), by doing it together ("your hand and my hand work together"), and by breaking complex tasks into their components parts. When using verbal instructions it is important that the verbal instructions be direct and to the point without a lot of excess verbiage.

Use consistent activities. The librarian needs to remember to keep an activity going long enough for all of the participants to become involved. If possible, alternate activities for those who become bored or have short attention spans should be available. Librarians, when planning programs, should avoid sudden drastic changes in activities. The individual who is enjoying a successful experience with a cassette deck may not want to stop so the room can suddenly become dark for a film or stop to join in a rhythm based folk story. The learning center concept which is used in educational settings may be useful for libraries in context. Such learning centers are often used in educational settings with a variety of learning activities including spelling, reading with an individual, various language arts, chalk board activities, working with work books, math work activities, leisure time activities, art centers, and audio visual centers.

Bender and Valletutti (1976) offer specific curriculum strategies and activities which might be adapted to the media center.

Learning Disabled Children

The term "learning disabilities" was defined by the National Advisory Committee to the Bureau of Education for the Handicapped, U.S. Office of Education (1968) as follows:

> Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasis, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbances or environmental disadvantage. (p. 34.)

This definition assumes that the child will have average or better I.Q. scores and that the performance of the child will not match what might be expected from the I.Q. level. This major discrepancy between what is expected and performance is usually found in some part of the language activity of the child, most typically in reading difficulties.

Many children who come to school media centers have learning disabilities. What are some of the clues to these disabilities?

1. Poor visual discrimination. The child has difficulty in distinguishing similar shapes such as squares or rectangles, circles or ovals; letters such as m and n, b and d, g and q; numbers such as 6 and 9; or the number combinations 21 and 12.

2. Poor visual memory. The child may forget what he sees or may not remember what he has read.

3. Poor feeling (kinesthetic) sense. The child may not be able to feel the difference between a penny and a nickle, or [illegible] and a quarter. The child may not be able to identify cut out shapes of animals or alphabet letters by feel.

4. Poor eye-hand coordination. The child may have difficulties with tracing, copying, hitting a ball, inserting a cassette or film strip.

5. Poor spacial orientation. The child may have difficulty remembering the difference between various spacial concepts such as left and right, up and down, over and under, outside and inside, on top of and underneath.

6. Poor figure-ground discrimination. The child may have difficulty selecting one thing from a group such as a specific letter out of a word or a series of words, my cubby hole as distinguished from the cubby holes of other children in the classroom, my chair as distinguished from the chairs of other people in the room.

7. Getting stuck (perseveration). The child may have difficulty shifting from one activity to another and may give the same answer (once he has found it is correct) to very different questions.

8. Hyperactivity and lethargy. The child may become confused, bewildered, or upset by a structured lesson or activity and talk at any time, move about, touch things, make rhythmic movements and beating noises on the table and distract others. Such hyperactivity may be contrasted with the lethargy of a child who suddenly, after a great deal of activity, refuses to participate in activities.

Many of the problems that these children have cause them to be mislabeled as mentally retarded, stubborn, emotionally disturbed, or even bad. There <u>are</u> some similarities between the language processing problems of mentally retarded, hearing impaired, and learning disabled children. For this reason, it is important that the child have professional testing to determine if there is a learning problem or an intellectual functioning problem.

In the media center, various tools--indexes, encyclopedias, card catalogs, instruction books for hardware--may be difficult (if not

impossible) for some learning disabled children to use. Finding materials that are interesting to the child which he/she is able to use may be the greatest challenge. For students whose disability prevents reading the talking book program of the National Library Service for the Blind and Physically Handicapped or other recorded media may be useful. Gateways to Readable Books: An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult (New York: Wilson, 1975) and "Books for the Young Disabled Readers," by Evelyn Altnum (School Library Journal, 1973 98:18, 3161-3164) may be helpful. The Public Library of Cincinnati and Hamilton County (Ohio) has two bibliographies of interest: Books for Mentally Retarded Children (1973), and High Interest/Low Vocabulary Reading List (1976). Finally, the American Library Association has a packet entitled "High Interest/Low Reading Level Information Packet" from a preconference (1978) on "Dispelling the High-Low Blues" which may be helpful ($1.50 from the Young Adult Services Division Office).

Careful selection of materials keyed to the child's interests and skill levels may open up the media center to the child's continuing use.

Emotionally Disturbed Children

The terms "emotionally disturbed" or "socially maladjusted" or "mentally ill" have been used to cover a wide variety of behavior problems in the school from momentary outbursts to long term difficulties in which children seemingly lose contact with themselves, their world, and the present. Kirk (1972) defines these disorders of behavior as those which deviate so far from age-appropriate behavior that the behaviors interfere with the child's own development and also with the lives of other persons around them.

Emotional disturbances can occur at any stage of life and some specific life problems become too much for any of us. We all can recall times when we have withdrawn from situations, lashed out at others, escaped into fantasy, or imagined various paranoid possibilities about our bosses or co-workers. Some children seem to become "stuck" in a behavior pattern which (while clearly inappropriate to those around the child) has some reward for the child.

The media center can assist the emotionally disturbed child in several ways:

1. by helping children who come to the media center to develop their own self concepts (Canfield and Wells) and positive mental health attitudes. The understanding of one's own feelings and identification with how other people feel can be a powerful preventive tool.

2. by dealing with positive behavior when it occurs and ignoring negative behavior so long as it is not self or other destructive. The book by Gardner and the Hall series may be helpful in understanding and developing programs and strategies which allow the child to develop acceptable behavior.

3. by creating an environment where people can be isolated, protected, or in which they can safely act out feelings. The use of story drama, puppets, and other "involving" activities may be helpful. Media centers that are fortunate enough to have computer terminals or instructional systems (such as PLATO) may find some children who are able to relate effectively to these devices while still having trouble in group situations.

4. by not underestimating the potential good which media center resources can do. We can all recall when some particular song, poems, book, or painting made a profound impact at some critical point in our lives. Media center personnel who can recapture such moments or help children find and share such moments have a powerful tool to be used for good.

Conclusion

This paper has all too briefly sketched some of the major handicapping conditions which children coming to the media center may have. Suggestions have been made about possible roles for the media specialists and media center with such children. All of these suggestions are based on these principles:

1. Treat these children as children who incidentally are handicapped.

2. Be realistic about handicaps, deal with special equipment, devices, and strategies so that handicapped children are included with other children.

3. Have a positive, matter-of-fact attitude. Other children, teachers and perhaps even parents are looking to you for clues as to your attitude and feeling. Children will imitate your attitudes.

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THE ROLE OF THE LIBRARY MEDIA SPECIALIST IN THE IEP PROCESS

by Colleen S. Blankenship

The Education of All Handicapped Children Act (PL 94-142), passed in 1975, has had far reaching effects not only on the way handicapped children are educated but also on who is involved in the educational process. The majority of handicapped children evidence mild learning and/or behavior problems. Common labels used to describe these children include learning disabled, educably mentally retarded, or behaviorally disordered. While these labels are not instructionally relevant, most states continue to use them in order to secure funding for special education services.

As a result of PL 94-142 many children with mild learning and behavior problems who formerly were educated in self-contained special education classrooms are being placed in regular classrooms for all or most of the day. Regular classroom teachers are assuming more responsibility in teaching children with mild learning and behavior problems. Special educators are beginning to provide the type of consultative services which enable classroom teachers to meet the needs of mildly handicapped children in regular classrooms. The educational picture is also changing for children with severe sensory handicaps as well as for those with moderate and severe learning and behavior problems. In contrast to years past when these children were denied an education or were in instructional settings of special schools, many are receiving special education programs in the public schools.

A second impact of PL 94-142 has been to encourage the active involvement of parents, teachers, administrators and related service personnel in developing Individualized Education Programs (IEPs) for handicapped children. The nature and content of IEPs as well as their development, implementation, and evaluation will be examined in this paper. Following the discussion of the IEP process, attention will be focused on the implications of PL 94-142 for library media specialists in providing services to handicapped children and their teachers.

The IEP Process

Once a child has been referred for evaluation to determine eligibility for special education services in Illinois, a series of activities must take place according to the State of Illinois rules and regulations. (Rules and Regulations to Govern the Administration and Operation of Special Education, 1979). First, the local school district determines the appropriateness of the referral. If the referral is considered to be appropriate, the school district informs the parents and asks their permission to conduct what is known as a Case Study Evaluation. Once parental consent is obtained, the school's assessment team begins the evaluation process. The assessment team for a child with a suspected mild handicap usually consists of a special educator, regular classroom teacher, school psychologist, school social worker, and other related service personnel such as a speech and language clinician or physical therapist as indicated by the child's suspected handicap. In brief, the evaluation includes an assessment of the child's health, educational functioning, social behavior, and learning environment.

After the assessment team has collected the relevant information, one or more conferences are held to determine the child's eligibility to receive special education services and to develop an IEP. In Illinois, there are three options for conducting conferences. The first is to conduct what is know as a Multidisciplinary Staff Conference (MDSC). Participants at a MDSC include the following:

1. A representative of the child's local school district
2. The Special Education Director or his/her designee
3. All members of the assessment team
4. The child's parent(s) or guardian(s)
5. Persons who may provide special education and related services to the child
6. The child, where appropriate
7. Others at the discretion of the parents or school

If the outcome of the MDSC is that a child is eligible to receive special education services, a second meeting is arranged within thirty calendar days of the initial conference to develop the child's IEP. Participants at the IEP meeting must include the following:

1. A representative of the child's local school district, such as the principal
2. The child's teacher; special, regular, or both
3. The child's parents(s) or guardian(s)
4. The child, where appropriate
5. Others at the discretion of the parents or school

For those children being evaluated for the first time, a member of the

assessment team or someone knowledgeable about the evaluation results must also be present at the IEP meeting.

A second option for conducting the meetings is to combine the MDSC and the IEP meeting. Using this format the child's total IEP is developed at one sitting. The third option also combines the MDSC and the IEP meeting; however, the total IEP is not developed at that meeting. Instead, all components of the IEP are developed, except for the short-term instructional objectives. Usually, a few preliminary objectives are listed for each goal so that the child can begin to receive special education services. Within thirty calendar days following the meeting, the participants reconvene to develop the remaining short-term instructional objectives.

Following the development of the IEP, the educational program is implemented as planned. If, during the course of the school year, it becomes necessary to change the child's placement or the types of services to be provided to the child, the parents are notified and a meeting is held to revise the child's IEP. If minor changes are recommended, such as changing goals or objectives, the parents are kept abreast of these changes and are allowed to comment and make suggestions concerning their child's program.

A yearly evaluation of the child's progress on the short-term instructional objectives listed on the child's IEP is required by PL 94-142. For children who are new to special education, a minimum of two meetings must be held--the first to develop the IEP and the second to review and revise the IEP for the next school year. For those children who currently are receiving services, a minimum of one meeting must be held in order to review the child's progress and to revise the IEP for the following school

year. IEP review meetings are usually held near the end of the school year as they must be scheduled prior to the beginning of a school year.

Contents of an IEP

An IEP is an "educational blueprint" which describes the content of a handicapped child's program as well as the manner in which special education and related services will be provided. According to PL 94-142, an IEP is a written statement which must include:

1. A Description of the Child's Present Level of Educational Performance

   Present levels of performance are determined, based on the assessment information which is collected as part of evaluating the child for special education services. The aim is to describe the skills a child can and cannot perform in order to understand the levels at which a child is currently functioning.

2. Annual Goals

   Annual goals describe the behaviors a child should be able to perform by the end of the school year. Goals may be written in the areas of self-help, academics, speech/language, motor, pre-vocational and vocational skills, and social behaviors. Annual goals are derived by comparing the child's present levels of performance in areas of concern to the level desired by those persons developing a child's IEP. For example, if a child could perform simple computations but could not compute more advanced problem types, an arithmetic goal might be: "John will be able to add and subtract triple digit problems requiring carrying or borrowing." A social behavior goal for a child who failed to complete any assignments might be: "John will stay in his seat, begin working on time, and complete all assignments within the specified limit."

   Care must be taken to select appropriate goals for children. Decisions related to appropriateness are the concern of all the child's planners, as goals reflect their expectations for the child.

2. Annual Goals (cont.)

While goals should require change on the part of the child, they should not require so much change that the child could not reasonably be expected to achieve the goal by the end of the school year. (Blankenship, 1977).

3. Short-Term Instructional Objectives

For each annual goal, a series of short-term instructional objectives is written. These represent "smaller, more manageable learning tasks that a student must master on the way to achieving the more general annual goals." (The Illinois Primer on Individualized Education Programs, 1979, p. 32). Short-term instructional objectives include the condition under which a student will be asked to perform an observable behavior and also specify the criterion or standard by which performance will be evaluated. A sample short-term instructional objective for the previously mentioned arithmetic goal might be:

Given a work sheet containing twenty addition problems requiring carrying in the one's, ten's and/or hundred's place	CONDITION
John will write answers to the problems	BEHAVIOR
And score at least 80% correct for two days in a row	CRITERION

Short-term instructional objectives for each goal are sequenced in presumed order of difficulty. Teaching is then directed toward each objective in turn. By mastering all of the objectives, a student achieves an annual goal.

4. Types of Special Education and Related Services

According to PL 94-142, a continuum of educational placements must be available for handicapped children including: regular classes, resource rooms, self-contained classrooms, special schools, residential facilities, and home-bound instruction. The intent of the Law is that each handicapped child should be educated in as normal an environment

4. Types of Special Education and Related Services (cont.)

as possible to insure contact with non-handicapped peers. For the majority of handicapped children who evidence mild learning and behavior problems that means providing an appropriate program in the child's home school.

Schools must also provide a variety of related services to assist handicapped students in achieving the goals specified on their IEPs. Related services include speech and language services, social work, school psychological services, and physical therapy among other services. The types of related services as well as dates for the initiation and anticipated duration of those services must be listed on a child's IEP.

5. Extent to Which the Child Will Participate in Regular Education Programs

Since the intent of the Law is to educate handicapped children in as normal an environment as possible, schools are required to specify the extent to which the child will participate in the regular education program. Schools usually choose to document participation in regular education by listing the periods of the day or subjects for which the child will receive instruction in a regular classroom, or specify the percentage of time a child will spend per day in a regular classroom.

6. Objective Criteria, Evaluation Procedures, and Schedules for Determining Progress on Short-Term Instructional Objectives

The Law mandates that progress on short-term instructional objectives must be evaluated by objective means on at least an annual basis. This requirement insures that a child's progress is evaluated, based on his/her performance on the objectives listed on the IEP and that the IEP is revised at least annually commensurate with the child's progress. Although the Law requires a yearly evaluation of progress, best educational practice dictates continuous measurement of pupil performance. The easiest and most direct approach toward evaluation progress on an objective is for the teacher to observe the child performing the behavior under the conditions stated in the objective and determine whether the child meets the criterion level. By keeping

6. Objective Criteria, Evaluation Procedures, and Schedules for Determining Progress on Short-Term Instructional Objectives (cont.)

track of the child's performance on each objective, the teacher can summarize the child's performance at the end of the year and thus provide valuable information for the child's planners to use in determining the child's progress.

The Library Media Specialist's Role

From the overview of the IEP process it is apparent that the responsibility for developing IEPs lies with the child's teachers, parents, a representative of the school, and those related service personnel who will be providing direct services to the child. Although library media specialists will not be directly involved in developing IEPs, they still have a very important role to play in the education of handicapped children. First, they can insure that all handicapped children have access to the media and materials which are part of the school's collection. Second, they can continue to serve in a consultative capacity to classroom teachers regarding the selection, use, and adaptation of media and materials for handicapped children.

In serving as consultants, library media specialists might first anticipate teachers' needs regarding media and materials and then verify those needs by discussing them with special educators as well as classroom teachers. For example, from our earlier discussion it is apparent that teachers will be requesting materials which they can use to teach specific objectives on a child's IEP. By anticipating this need, the library media specialist could acquaint teachers with the types of materials already in the collection and solicit from them requests for other media and materials. Library media specialists can also anticipate requests for media and materials

for children with sensory impairments. For example, a classroom teacher might request some large print books for a student with a visual impairment in his/her class. In order to provide this type of service, the library media specialist would have to be familiar with appropriate bibliographic sources, possess a working knowledge of the State's library system and be acquainted with the district's funding policies regarding ordering special media and materials.

Library media specialists should assess their own skills before deciding what services to provide to teachers. For example, a library media specialist might be interested in and have the ability to make instructional materials for children with motor impairments. Another media specialist might have particular strengths in adapting curriculum materials. Clearly, if library media specialists are to become actively involved in assisting teachers in selecting, using, and adapting materials for handicapped children, they must carefully assess teachers' needs relative to their own skills and identify those services which will enable teachers to make better use of the library media specialist's expertise.

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MATERIALS COMPONENTS OF INDIVIDUALIZED EDUCATION PROGRAMS

by Robert E. Abbott

Materials Development and Special Education

Since its inception, the field of special education has connoted "something in addition to, or different from," the regular. Historically, the focus has centered on instructional procedures, materials, methods, and different educational approaches. During the past fifty years, many new materials have been developed and entered the educational market. These materials have primarily been developed out of a response for a need for "something different or in addition to" the regular education materials. These materials have been developed in response to trends within the educational field and have tended to reflect the issues, the research, the fads, the assessment procedures, the terminology, and the arrival of the profession of special education. The development of these materials has tended to follow the development of the categories to service individuals with special needs within the educational agencies.

At first, emphasis on materials development was for those whose "handicap" visibly showed, the physically handicapped. Different apparatus primarily related to motor functions were first developed and included walkers, wheelchairs, special sitting devices, standing devices, book and object holders, weighted materials which would enable the individual to carry out self-care functions, head protectors, special clothing apparatus, and other hardware items to enable the individual to

perform daily functions more effectively. These first materials were specially designed to meet unique needs of individuals. Over the years they have greatly improved in quality, and have been utilized for many different individuals beyond the physically handicapped.

Other early developed special materials focused on the individuals with sensory handicaps, those who were blind, visually impaired, deaf, or hard of hearing. These early materials for the sensory impaired introduced the concept of modes in learning, of different individual learning styles, of compensatory methods and approaches related to the sensory handicaps. As a result, materials of an auditory construct were developed for use with the visually impaired and blind populations. Materials of a visual construct were introduced for those who had auditory handicaps. Materials such as talking books--first on records, later on reel-to-reel tapes, and today on cassette tapes--were developed with the idea that the individual who had a visual deficit could still learn by receiving the information through a different intact modality such as the auditory modality. Braille materials, large print materials, and other items which had a tactile basis were developed for the same purpose: to enable the individual with visual impairments to receive information for learning through an intact sense, such as touch.

Many early innovative pioneers in education developed materials, methods, and approaches based upon self-discovery learning through the senses. Persons such as Montessori and Piaget have contributed greatly to the development of many materials and approaches utilizing the senses for learning. These approaches have led, today, to the development of highly specialized materials such as beeper balls, optacons, concrete and structured materials for learning

Other early developed special materials were for individuals who were handicapped in communications to some degree, ranging from individuals who were non-verbal to individuals who had mild articulatory difficulties. Materials such as communication boards, many visual materials (pictures, signs), concrete objects, and hardware items such as speech mirrors, record players, tape recorders, cassette and language masters. Special approaches such as lip reading, signing, and total communication have been developed, resulting in special methods designated by the name of the person who developed the approach. Many kinds of materials have been developed based upon these approaches such as the Fokes Sentence Builder, a commercial program based upon the Fitzgerald Key, an approach used with the deaf and hard of hearing.

Early in the historical development of special materials and approaches were those individuals such as Grace Fernald, Strauss and Lehtinen, Ingram, Tregold, Cruickshank and many others who realized that there existed a definite percentage of the school population who were slow learners or mentally retarded, those who would learn at a slower rate than their peers. These individuals developed approaches which resulted in an emphasis upon the utilization of concrete materials for learning, of pacing instruction, or reinforcement, of review and of repetition in instructional procedures and in a functional orientation to the content selection of curriculum. As a result, many materials became adapted, "watered down," revised, and became designated as materials specially developed for slow learners. The utilization of some coding system to designate these special materials was introduced, such as the use of stars, circles, and abridged editions. An important beginning was the utiliza-

tion of readability formulas to designate instructional reading level for a particular material.

Commercial Materials

As the categories of special education increased and consequently the number of special education programs in the educational agencies, so did the availability of materials through commercial firms. It became possible for special educators to buy special materials to use with specially defined components of the school population. As was to be expected, as special educators introduced new materials into the school programs, and as these materials were successfully utilized with special education populations, the idea was conceived by many regular educators that the materials should work equally as effective with "normal students." Thus, regular educators began to purchase and utilize materials which had been specially designed for students with special needs.

Increased awareness of learning modes and learning styles began to increase the influence of the development of specially designed materials. These materials would be developed and sold by commercial firms as materials for visual learners, auditory learners, haptic learners, visual-auditory-kinesthetic-tactile (VAKT) learners, multisensory learners. A definite awareness began to be evidenced that all individuals did not learn in the same manner or as effectively through the same input modality.

At the same time, professionals were increasingly aware of the capable individuals who were not learning through the usual instructional approaches and with the usual materials. Thus, Sam Kirk in the early 1960's coined the term "learning disabilities," and from the 1960's on until today, many rapid changes have taken place in the area of specially designed materials.

Many issues, much research, and many new authorities, each reporting an approach with special materials, resulted from the birth of the learning disabilities category. Thousands of new materials have flooded the market with little substantiation or research to justify the materials existence. Many, many new commercial firms have begun to offer special materials for all kinds of special students. Many universities and organizations have also entered the commercial market with specially designed materials for a defined special student population. Increased acceptance of the concept that learning disabilities is a way of teaching and not a category resulted in many of the special materials being purchased and utilized in regular education classrooms. Thus, increasingly so, the specially designed materials were not restricted solely for use with the special education population.

As technological advances increased in society in general, so did the materials. Computer instruction with special programmed materials and equipment, video materials and equipment, educational television, digitars, electronic reading and math machines, and talking typewriters have all been developed in recent years. The costs of these special materials have continued to increase as a reflection of the inflationary factors of our economy.

As more and more students were being served by special education programs, particularly evidenced by a significant increase in the number served by the learning disabilities programs, educational agencies were evidencing greater costs and demands for materials to be available to serve these special students. Reaction to increased special education student populations, increased costs for programs and services, and in-

creased requests for special materials seemed to coincide with the passage of PL 94-142, The Education for All Handicapped Children Act. As a result, the category of learning disabilities was singled out for special directives by Congress to the United States Department of Health, Education, and Welfare and to state and local education agencies to define and deal with the many unresolved issues associated with that segment of the school population. Because of this directive, a separate set of regulations regarding learning disabilities supplement the PL 94-142 provisions.

PL 94-142 focuses on some guidelines which distinctly affect materials. The major aspects are relative to the definition of special edcation for purposes of implementation of the law. The definition of special education is: "Specifically designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child."

The intent of this definition is to focus on the individual, to establish his or her needs, and to determine what specifically designed instruction the individual needs in order to have these unique needs met. The definition implies that not all handicapped children will need a special education placement but that some will be able to attend the regular education program without any change in the classroom program. Other handicapped children will need special education for a part of the day, others will need a special education program full-time, and even others may need a special school, private, or institutional placement. Regardless, the focus must remain on the unique needs of the individual, and his/her least restrictive placement must be based upon his/her unique needs and, consequently, the specifically designed instructional needs he/she manifests.

Special education must be viewed in the context of the specifically designed instruction with focus on the individual student.

Individualized Education Programs

To insure that the intent of the law is implemented, the law requires that an Individualized Education Program (IEP) be developed for each individual student. The IEP must be developed consistent with PL 94-142 guidelines, the Vocational Rehabilitation Act of 1973, Section 504 dictates, and the Rules and Regulations to Govern the Operation of Special Education of the state agency. The IEP must contain the following components:

1. A statement of the student's strengths and abilities, special problems and learning needs, details about what the student has accomplished and is able to do, and what he or she needs to learn. This statement must be relative to the student's development age and grade placement. It must be current fuctions information and must focus on learning style, modality functions, and skills in specific areas relevant to the individual.

2. Annual education goals and short term instructional objectives must be stated relative to the student's current functions. They must focus on terminal, measurable behaviors which the student will be able to do by the end of the school year.

3. The student's least restrictive educational environment must be indicated on the IEP. The IEP must indicate how much time the student will be able to participate in regular classes, the educational services (specifically designed instruction) needed from special education, and related services needed by the student.

4. The IEP must indicate dates and time lines for specific activities, service initiation date, interval, percent of regular/special education participation, and expected termination of special education.

5. A clear statement relative to how the student's progress will be evaluated must be included for staff utilization during the annual review which is required for each IEP.

Each word in the IEP reference designates something special. The "I" (individualized) indicates that the focus shall always be on the individual and his/her unique needs according to his/her current functions, the case study, the assessment data, and the multidisciplinary conference. The "E" (education) indicates that there will be specifically designed instruction (methods, materials, approaches) offered to meet the unique needs and provided by a specially trained person. The "E" refers only to the component of the individual student's day for which he/she is provided specifically designed instruction. The "P" (program) refers to what the student needs, not what the educational agency has to offer.

The focus of the IEP provides for the design of the specifically designed instruction. As a result of the determination of the unique needs for educational programming, materials for each of the unique needs can be identified. The analysis of the current functions will result in statements of the student's unique needs by indicating student strengths and weaknesses in modality reception and expression, in identifying the student's preferred learning style, in establishing student's deficits in skills and task completion, and in establishing student strengths in instructional mastery data in skills and tasks. In addition, the current functions component of the IEP must indicate any behavioral patterns which would necessitate educational program strategies which need to be specifically designed along with the lack of intactness of any sensory modality.

All of this information must help the designated multidisciplinary staff participants determine where the student's least restrictive environ-

ment will be and what involvement will be necessary by special education personnel. The goals and objectives must then be specified for the special education component of the least restrictive environment. For each goal and objective, materials should be indicated if they meet the following criteria: specifically designed instruction, which is defined as materials which are not utilized and readily available in the regular education programs, and related services, which includes special equipment, special transportation, brailler, a language master, anything of hardware or software construct to facilitate the program meeting the unique needs of the individual.

The following diagram has been devised to provide assistance in determining the specifically designed instruction necessary to meet the unique needs of the individual.

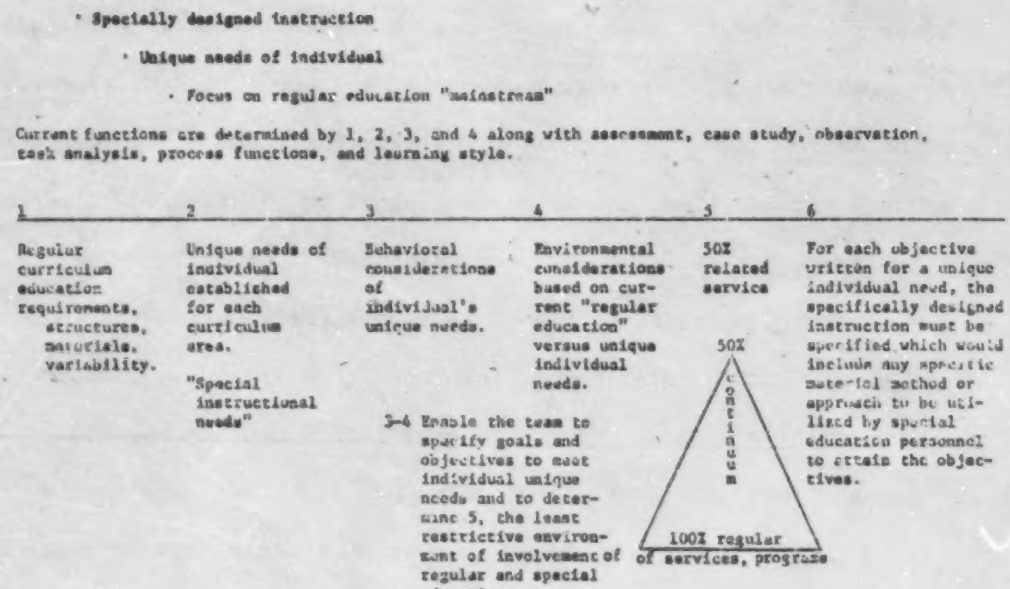
· Specially designed instruction
· Unique needs of individual
· Focus on regular education "mainstream"
Current functions are determined by 1, 2, 3, and 4 along with assessment, case study, observation, task analysis, process functions, and learning style.
1
2
3
4
5
6
Regular curriculum education requirements, structures, materials, variability.
Unique needs of individual established for each curriculum area.
"Special instructional needs"
Behavioral considerations of individual's unique needs.
Environmental considerations based on current "regular education" versus unique individual needs.
50% related service
For each objective written for a unique individual need, the specifically designed instruction must be specified which would include any specific material method or approach to be utilized by special education personnel to attain the objectives.
3-4 Enable the team to specify goals and objectives to meet individual unique needs and to determine 5, the least restrictive environment of involvement of regular and special education.
50%
continuum
100% regular
of services, program

Figure 1. - IEP Components of Least Restrictive Environment Determination

The intent of this approach is consistent with all aspects of PL 94-142 and Section 504 of the Vocational Rehabilitation Act of 1973. The focus is on the regular education program and provides for identification of those regular education components which are in contrast to the unique needs of the individual. By utilizing this approach, the staff will be able to add to the IEP all of the specifically designed instructional procedures necessary to meet the unique needs of the individual. This would include materials and equipment.

The Role of the Media Specialist and the Media Center

The media specialist and the media center are most important resources for the special education staff in fulfilling the IEP component of specifically designed instruction. It is here that the resources should be located or through which the resources should be obtained. Since the resources must include many different kinds of materials and equipment ranging from inexpensive learning aids to very expensive media or hardware, the logical housing facility for these items is the media center. In addition, the media specialist is the trained person who can classify, organize, care for, and instruct personnel in usage for all of the necessary materials. The media specialist knows how to secure resources through interlibrary loan, how to utilize the resources of governmental agencies, and how to work with community agencies in obtaining needed resources. The media specialist has long been aware of visual and auditory modes as approaches in learning and is aware of the importance of having records, tapes, talking books, pictures, and media materials and equipment available for staff use. The media specialist knows how to prepare specifically designed learning and media packages.

The media specialist must be included as a member of the team and must learn the special education terminology and must become acquainted with PL 94-142 and all aspects of special education. The media specialist must actively assist the special education department in identifying, securing, and preparing for implementation of all the materials and equipment. As team members, the media specialist and special educators must arrive at a classification and organizational system which can effectively and efficiently implement the components of the specifically designed instruction component of the IEP, the materials and equipment resources. Historical glimpses of the development of special education with respect to the development of materials and equipment to meet handicapped individuals' unique needs provide insight and guidance with respect to the organization of the resources needed for the specifically designed instruction component of the IEP. Many of these resources can be efficiently organized according to standard library cataloging procedures, but others cannot.

The media specialist along with the special education staff at the local level should develop a system that will be efficient for that geographic location. Models which have been innovative in the organization of special education materials and equipment are available through research. Among the most innovative models, there has been focus on learning styles, modalities, skills, and tasks as a system of classification and organization for the materials and equipment. Other innovative systems have focused on the development of coded objectives in skills and tasks with reference stated to modality of input and output, all related to the assessment procedures and with specified materials, approaches, and

equipment to be utilized in the implementation of the special education program or service to attain the objectives.

Without a doubt, the media center and the media specialist are valuable resources for the IEP development and implementation.

BIBLIOGRAPHIC SOURCES OF MATERIALS FOR HANDICAPPED LEARNERS

by Henry C. Dequin

A new dimension has been added to the role of school library media professionals. With the enactment of PL 94-142 (The Education for All Handicapped Children Act) and its mandate of an Individualized Education Program for each special student, school library media professionals have the opportunity to extend themselves even more as they work with special education teachers and regular classroom teachers who have mainstreamed students in their classes. Neither special education teachers nor regular classroom teachers have had formal training in the utilization of bibliographic selection tools and require assistance in selecting appropriate materials. Frequently, also, they have a limited amount of time to devote to this important task. School library media professionals, as professional materials specialist, can contribute their own special expertise in locating and selecting materials for individual handicapped students.

School library media professionals are, of course, knowledgeable and experienced in regard to the standard tools for selecting materials. They are not yet as well acquainted, however, with the specialized sources that now exist for the selection of materials for those who are handicapped physically, cognitively, or emotionally. It is the purpose of this paper to familiarize the reader with some of the main bibliographic tools, retrieval systems, and other sources that are now available for selecting materials for use by school-age handicapped children and young people.

Bibliographic Sources

A school library media professional should consider, first of all, the collection of materials available in his/her own media center. Although these materials may have been selected originally with non-handicapped students in mind, many of them can also be used with handicapped students. According to Eliza T. Dresang (1977), special students do not need a lot of new and highly specialized materials nor modified versions of materials used by nonhandicapped students. In many instances regular materials can be utilized also by handicapped students, and standard selection tools can be used for locating them and for reading evaluative reviews.

Information can frequently be obtained about good and useful materials from other colleagues--school library media professionals, special education teachers, or regular classroom teachers. Recent research reported in "Needs for Instructional Media and Materials Services for Handicapped Learners: A Summary of Extant Information" (1974) has indicated that person-to-person contact was valued the most by teachers as a way in which to obtain information about existing materials.

It is also advisable, however, to be aware of specialized bibliographic sources and to use them wisely and knowledgeably as circumstances warrant.

In the immediate past the number of specialized bibliographic tools for selecting materials for the handicapped has burgeoned. A major forward thrust came in the latter half of 1978 with the publication of a number of indexes by the National Information Center for Special Education Materials (NICSEM). To date, the following indexes have been published in paper editions and on microfiche:

Master Catalog of NIMIS/NICSEM Special Education Information Volumes I and II. 36,000 abstracts

Index to Media and Materials for the Deaf, Hard of Hearing, Speech Impaired. 16,000 abstracts
- Section I: Deaf and Hard of Hearing
- Section II: Speech Impaired

Index to Media and Materials for the Mentally Retarded, Specific Learning Disabled, Emotionally Disturbed. 15,000 abstracts
- Section I: Mildly Handicapped
- Section II: Severely Handicapped

Index to Media and Materials for the Visually Handicapped, Orthopedically Impaired, Other Health Impaired. 18,000 abstracts
- Section I: Visually Handicapped
- Section II: Orthopedically and other Health Impaired

Index to Assessment Devices, Testing Instruments and Parent Materials. A limited number of abstracts describing assessment and parent-use materials.

These indexes present in printed form the data base referred to as NIMIS I (National Instructional Materials Information System) which was developed at Ohio State University by the National Center on Educational Media and Materials for the Handicapped (NCEMMH). (A brief background on NCEMMH, NIMIS, and the transfer of the data base to NICSEM in 1977 has been outlined by this author in the Fall 1978 issue of Top of the News.)

The Master Catalog contains the total NIMIS I data base of 36,000 abstracts, while the other four indexes are subsets of the information contained in the Master Catalog. This entire series provides special and regular educators as well as library media personnel with an extensive bibliographic guide to information on media and materials for all kinds of handicapped persons.

The two volumes of the Master Catalog are divided into five major sections: (1) Subject Heading Outline, (2) Index to Major Category

Headings, (3) Subject Section, (4) Alphabetical Title Section, and (5) Source Directory. The Alphabetical Title Section constitutes the major portion of the catalog and includes a descriptive non-evaluative abstract of each item.

The other four indexes are divided according to handicap, as noted above. For each handicap there are the same divisions: (1) Subject Heading Outline, (2) Subject Section, and (3) Alphabetical Title Section, which is the most extensive section and includes the descriptive abstract. Each volume concludes with a Source Directory.

In view of the cost of these volumes it may be necessary to purchase and house them as district items rather than as individual school media center items. It may also be advisable to purchase only the Master Catalog unless it is felt that the subset indexes will be utilized sufficiently within the district to warrant the cost, or to be selective in regard to which subset indexes are purchased.

Two volumes have been produced by NICSEM using the National Information Center for Educational Materials (NICEM) data base: the NICEM Index to Nonprint Special Education Materials--Multimedia (Learner Volume) and the NICEM Index to Nonprint Special Education Materials--Multimedia (Professional Volume). Focussing on materials suitable for direct instruction of the handicapped, the Learner Volume contains 35,558 titles and abstracts. The emphasis of the Professional Volume is on media and materials selected for use by parents of exceptional children, special education teachers, and other professionals and contains 5,192 abstracts. Both volumes highlight only nonprint information that is applicable to special education.

The most recent NICSEM publication, off the press in the Spring of 1979, is the Special Education Index to Learner Materials. Designed for special education professionals, this index contains approximately 9,500 entries that describe media and materials especially appropriate to support the education of special learners. It lists only current materials, with extensive information for each entry, including a descriptive abstract. The index also contains a publisher/producer/distributor directory, a reference section for a more in-depth look at the structure of the NICSEM data elements and descriptors, and a fold-out chart that gives a summary of key descriptors and codes.

Scheduled for release during the Summer of 1979 is the NICSEM Special Education Thesaurus, a retrieval tool for learner and parent/professional materials in the NICSEM data base. Approximately 2,500 terms are arranged in a five-level hierarchical structure which illustrates their broader/narrower relationships. This hierarchy corresponds to learner objectives as they might appear in a student's Individualized Education Program (IEP).

NICSEM is expanding on NIMIS I by constantly increasing the number and range of special education materials. This continuation of NIMIS I has been designated as the NIMIS II data base. From the NIMIS II data base three additional indexes are scheduled to be released in 1979 and 1980:

Special Education Index to Parent Materials

Special Education Index to Inservice Training Materials

Special Education Index to Assessment Materials

These indexes will follow the same format as the Special Education Index

to Learner Materials, and they will include appropriate portions of the Special Education Thesaurus. They will be available in paper and on microfiche.

Additional information about the NICSEM pulbications can be obtained by writing:

University of Southern California
NICSEM
University Park
Los Angeles, California 90007

If preferred, a toll-free telephone number, 800-421-8711, may be called. All NICSEM publications can be ordered on a thirty-day approval basis.

A multitude of other lists of materials for the use of handicapped learners is available. The special education offices of school districts and state education departments produce locally-prepared lists of suggested materials. Many listings have been published by various state and national organizations as well as colleges and universities. These are often specialized according to handicapping condition, age level, format, or subject matter, such as sex, career and vocational education, physical education, health, leisure time, recreation, etc.

Following is a brief, highly selected, and by no means exhaustive listing of some of the available bibliographies/mediagraphies:

1. Library Services to the Exceptional Child is a packet of twelve items available from the American Library Association, 50 East Huron Street, Chicago, Illinois 60611, and currently priced at $2.00. Bibliographies in the packet are the following, the first four of which were prepared by the Public Library of Cincinnati and Hamilton County in 1969:

"Books for the Deaf and Hard-of-Hearing Children:
Primary Grades, Intermediate Grades"

"Books for Mentally Retarded Children"

"Books Used for Discussion with Socially Maladjusted Girls, Ages 12-15"

"Books Used for Discussion with Socially Maladjusted Boys, Ages 12-15"

"The Hostile Child in Books," a reprint from Exceptional Children, September 1966.

"Self-Discovery Through Books," by William F. Elder and Hilda K. Limper, a reprint from Child Welfare, December 1968.

"Books as an Aid in Preventing Dropouts," by Helen F. Faust, a reprint from Elementary English.

"Without Whip or Rod," by Hilda K. Limper, a reprint from Federal Probation Quarterly, December 1966.

2. Large Type Books in Print 1978 lists over 2,000 books reproduced for the visually handicapped which were located in the catalogs of approximately forty large type publishers. Included are all large type books brought to the attention of the compilers at the time of publication of the volume without any attempt at selectivity or evaluation. The titles listed were originally published in normal size but reproduced into larger type for the benefit of readers who have difficulty with reading regular editions. It includes materials appearing only in 14-point type or larger. (This volume itself was reproduced in 18-point type.) Children's books that were originally published in large type are not included. The volume is divided into two sections, General Reading and Textbooks, and each section is arranged alphabetically by title under broad subjects. There are also author and title indexes and a key to publisher's abbreviations.

3. Notes from a Different Drummer; A Guide to Juvenile Fiction Portraying the Handicapped contains a chapter in which the authors, Barbara

H. Baskin and Karen H. Harris, discuss criteria for selecting, evaluating, and using juvenile fiction which focuses on the disabled. The last chapter is the focus of the book and contains extensive annotations on over four-hundred juvenile titles in which the handicapped are depicted. Reading levels are indicated. Title and subject indexes are included.

4. "Materials, Program Suggestions for Hearing-Impaired Children," prepared by Laura-Jean Gilbert, appeared in the Spring 1976 issue of School Media Quarterly. Included are several listings: (1) four books for parents and teachers; (2) books for very young hearing-impaired children arranged under the heading Words and Pictures, Simplest Tales, Picture-Story Books, and Books Without Words; (3) books for elementary school age deaf children in which the pictures can carry the story and including some that are nonverbal books; (4) texts for the study of sign language; (5) books to help hearing children understand deafness or to assist hearing-impaired children gain more self-understanding, listed under the headings Younger Children, Children Ages 9-14, and High School; and (6) games.

5. "A Look Behind the Wall of Silence," by Louise M. Wright, was published in the Ohio Library Association Bulletin of April 1977. This article briefly discusses suggested reading for younger deaf people, books of interest to deaf adults, and books to create an understanding of the deaf by those who can hear.

6. "Stories about Handicapped Children: A Select List" was published in the June 1977 issue of The School Librarian. In this article Margaret Good presents an annotated list of forty-one books suitable for children ten years of age and above, either for those children who are handicapped to gain perspective on their disability or for those who are not handicapped to gain insight into the difficulties that handicapped children experience.

The list is divided into six areas: Physically Handicapped, Blind, Deaf, Dumb, Mentally Handicapped, and Autistic. Although the books are British publications, they can be useful with children in the United States and other English-speaking countries. Included are some books well-known in the United States, such as Laura Ingalls Wilder's By the Shores of Silver Lake and Marguerite Henry's King of the Wind.

7. "Special Education" is a listing of selected United States Government audiovisuals which includes both child-use and teacher training materials in the areas of hearing impaired and deaf, learning disabilities, mental retardation, and multiply handicapped. Entries are arranged alphabetically by title. In addition to the title, each entry includes the following: (1) physical description of material, (2) organization that produced the material, (3) organization sponsoring distribution of material, (4) National Audio Visual Center control number, (5) three-day rental fee, (6) sale price, (7) descriptive annotation, (8) series note, and (9) additional notes on use or production. A copy of this booklet as well as the materials themselves may be obtained from National Audio Visual Center, National Archives and Records Service, General Services Administration, Order Section DA, Washington, D.C. 20409.

Retrieval Systems

Modern technology has aided the cause of searching for materials for handicapped students. School library media professionals whose school or district has a computer installation can access a number of data banks by means of cathode ray tube or hardcopy terminals for immediate on-line computer searches. If computer terminals are not locally available, searches may be requested from various service bureaus.

The NIMIS I and NICEM data banks are available for on-line computer searches either through NICSEM at the address mentioned above or through two other service bureaus:

Lockheed Information Systems
3251 Hanover Street
Palo Alto, California 94302
800-982-5838

Bibliographic Retrieval Service
Corporation Park, Building 702
Scotia, New York 12302
518-374-5011

If desired, it is also possible to purchase the NIMIS I data tapes for 24-hour use of this data base.

Custom computer searches are offered by the Council for Exceptional Children (CEC) as a quick and easy access to the Exceptional Child Education Resources (ECER) data base. A computer printout is provided which contains citations that include title, author, publication date, source, number of pages, and an abstract averaging 200 words. The cost for up to 100 citations is $25.00 for CEC members and $35.00 for nonmembers. Those who are interested in such a search may call CEC toll free or write to the following address:

The Council for Exceptional Children
Information Services
1920 Association Drive
Reston, Virginia 22091
800-336-3728

CEC also provides Computer Search Reprints which are printouts of searches that have already been completed. Selection can be made from significant categories which include current issues and topics on exceptional child education. A list of the available reprints may be received from CEC. Each reprint costs $10.00.

School library media professionals and other educators are readily familiar with the Educational Resources Information Center (ERIC) and its services in providing abstracts from an extensive data bank of educational materials. The complete text of a citation can be read either in microfiche or hardcopy. The ERIC system can be searched either manually or by computer by using the appropriate descriptors and arranging a Boolean search technique. Through this system it is possible to retrieve information about ERIC documents through ED numbers and about ERIC journals through EJ numbers. In the area of materials for the handicapped, many bibliographies can be retrieved through the ERIC system.

ERIC computer searches are available from many universities, research centers, commercial organizations, state departments of education, and educational information centers as well as from some of the sixteen ERIC Clearinghouses. A list of the ERIC data base search services may be obtained from:

User Services Coordinator
ERIC Processing and Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
301-656-9723

Included in the network of ERIC Clearinghouses is the Clearinghouse on Handicapped and Gifted Children. This Clearinghouse is headquartered at the Council for Exceptional Children at the address previously noted. It is possible, therefore, to access both the ERIC and the ECER data banks by contacting the CEC. Bibliographic Retrieval Service, mentioned above, can also supply printouts from the ERIC and ECER systems.

Many state departments of education have established their own information retrieval system. Such is the case in Illinois, for example,

with the Illinois Resource and Dissemination Network (IRDN). IRDN has computer access to approximately sixty data bases of Lockheed's Dialog Information System. Retrieval is possible from the data files of ERIC, NIMIS, ECER, NICEM, and others. IRDN provides a search printout of document and journal article abstracts and will copy a reasonable quantity of documents and articles upon request. For more information about IRDN Illinois school library media professionals should contact:

Illinois Resource and Dissemination Network (IRDN)
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777

Residents of other states should contact their state education department to inquire about similar services.

The Educational Patterns, Inc. (EPI) Retrieval System is a card sorting process. Each card contains detailed information on a specific piece of instructional material. Material from twenty-two subject areas can be coded into the system. The unique aspect of this system is that it is custom designed, based on a school's (or district's) inventory of its own materials. Consequently, materials are readily available in the local collection, and the system can be updated on a continuous basis. It is quick to use and can be learned in approximately one hour. The system also contains a reference section with information on approximately 11,000 items from 250 publishers and a file of 400 teacher-designed ideas that have been used in the classroom. The high cost of this system (over $3000) may make it too expensive for an individual school building; and, if purchased for district use, school library media professionals and classroom teachers may not want to travel to a central location to select appropriate materials. The system is available from:

Educational Patterns, Inc.
62-110 Woodhaven Boulevard
Rego Park, New York 11374
212-894-7217

System FORE (Fundamentals, Operations, Resources, Environment) is an inexpensive retrieval system which correlates materials to specific learning objectives in three skill areas: Language, Reading, and Mathematics. This system can assist a teacher in developing and implementing Individualized Education Programs because it helps in assessing a student's needs and identifies available materials to be prescribed for that student. Just about any materials can be coded into the system, which is flexible and can be changed as necessary. Updates can be performed personally and easily. However, it takes a lot of time to code all available material. Users also need to be oriented to the system through workshops and in-service training, and it requires much space for setting up and storing. Contact the following address for more information:

FOREWORKS
7112 Teesdale Avenue
North Hollywood, California 91605
213-982-0467

Other retrieval systems, ranging from inexpensive to expensive are also available. Information about them is included in Guide to Finding Appropriate Instructional Materials: Existing Retrieval Systems (1977).

Other Sources

Numerous agencies and organizations provide materials suitable for use with handicapped students, and school library media professionals should know about them. Unfortunately, in this article, it is not possible to list and describe all of them. Their names and addresses can be obtained from special education offices within the school district, from the state

education department, from The Special Child in the Library edited by Barbara H. Baskin and Karen H. Harris (1976), or from other books. Only a few such organizations will be mentioned at this time.

One of the foremost suppliers of materials is the National Library Service for the Blind and Physically Handicapped (NLS). In addition to producing talking books on cassette and disc recordings, Braille publications, and large print materials, the NLS provides many bibliographies that can be helpful to the school library media professional in selecting suitable materials for the handicapped. Examples of recent publications of the NLS are the following:

"Magazines in Special Media"

"Reading, Writing, and Other Communication Aids for Visually and Handicapped Persons"

"Library Services for the Blind and Physically Handicapped: A Bibliography, 1968-1978"--a general bibliography which includes some citations relating to materials.

These booklets and many others as well as the materials themselves can be obtained by writing:

The National Library Service for the Blind
and Physically Handicapped
Library of Congress
Washington, D.C. 20542

It would be a good idea to ask to be placed on the mailing list in order to receive future announcements and information.

Many materials for child-use, teacher-use, and teacher training are available as a result of the activity of the Bureau of Education for the Handicapped in the United States Office of Education. Distribution of these materials is handled by:

Special Office for Materials Distibution (SOMD)
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401
812-337-0531

SOMD has several catalogs, each containing a list of materials in a particular category and information regarding use of the materials. The Catalog of Educational Captioned Films for the Deaf is a list of captioned films on a large variety of subjects which may be borrowed on a free-loan basis. The items in the Catalog of Instructional Materials and the Catalog of Training Films and Other Media for Special Education are loaned for a use period of seven calendar days for a small cash-covering usage fee. Videotape programs listed in the Catalog of Video Tape Masters will be duplicated by the SOMD on an "at-cost" basis according to the length of the tape and the number of copies requested.

Under contract from the Bureau of Education for the Handicapped, Project MORE (Mediated Operational Research for Education) began in October 1977 to establish the National Media Materials Center for the Severely Handicapped. This project and center have the promise of contributing much to the task of school library media professionals in selecting materials for the handicapped. The project develops, tests, and produces materials for teachers, parents, or others to use to teach daily-living skills to severely handicapped people. These materials are available from Hubbard, P. O. Box 104, Northbrook, Illinois 60062. The center is involved in locating, analyzing, and assessing existing instructional media materials that are designed for training severely handicapped persons. Two of the center's publications thus far are Abstracts of Instructional Media Materials Reviewed in Year One and Abstracts of Instructional Media Materials Concerned with Severely Handicapped Persons which were Viewed in Year Two.

These documents and other information about Project MORE and the Center can be obtained by writing:

Project MORE
National Media Materials Center for
Severely Handicapped Persons
Box 318
George Peabody College for Teachers
Nashville, Tennessee 37203
615-327-8280

The Council for Exceptional Children (CEC), mentioned previously, besides providing computer searches and reprints, also publishes Exceptional Child Education Resources (ECER), an ongoing print presentation of the ECER data base. Topic bibliographies, taken from recent volumes of ECER, are also produced by CEC. These bibliographies contain selected abstracts of significant references from ECER. Each bibliography averages 50-100 citations and includes publication date, author, title, source, and a 200-word summary.

"High Interest/Low Reading Level Information Packet" is available from the American Library Association's Young Adult Services Division Office, 50 East Huron Street, Chicago, Illinois 60611, at a cost of $1.50 prepaid. The eight items in the packet were distributed at the 1978 Preconference, "Dispelling the High-Low Blues," sponsored by ALA's Association for Library Service to Children and YASD. Although developed to assist those who work with junior and senior high school students who have low reading levels and lack the motivation to read, some of the materials may be equally beneficial in working with special students who have reading difficulties. Of particular note in this regard are the bibliography of "Sources of Materials for Poor Readers," a list of "Easy Reads for Teens," and a list of publishers who publish high-low material.

The Ohio State University Press has produced the Publisher Source Directory: A List of Where to Buy or Rent Instructional Materials and Other Educational Aids, Devices, and Media including more than 1,600 Publishers and Producers in the U.S., Canada and Europe. It was compiled by the staff of the New York State Education Department at Albany and published in a revised edition in 1977 by NCEMMH. The list contains publishers, producers, and distributors of educational materials for use with the handicapped. Although not all-inclusive, it does report the product lines of each company cited. Entries are alphabetically arranged according to the major work in the company's name. In addition to the name and address of each source, code numbers indicate the kinds of instructional aids, devices, or media available from that source. Also provided are a list of the codes and definitions for seventy-four types of media which include books, audiovisual materials, electromechanical aids, and toys. The booklet is an ERIC document, ED 141970, and is available from:

Ohio State University Press
2070 Neil Avenue
Columbus, Ohio 43210

Information about materials specifically for the visually handicapped can be obtained from the American Printing House for the Blind, 1839 Frankfort Avenue, P. O. Box 6085, Louisville, Kentuchy 40206. This firm issues a general catalog of Braille publications which includes bibliographic information and price but not annotations. The catalog includes lists such as Supplemental Reading including Fiction and also high Interest, Low Vocabulary Textbooks. Each of these lists is divided according to subjects.

Perkins School for the Blind, Watertown, Massachusetts 02172, publishes

such items as curriculum materials. It also administers the Samuel P. Hayes Research Library which has the largest collection in the world of print materials on the non-medical aspects of blindness, and it produces bibliographies on special subjects as well as photocopied bibliographies from its holdings. The Howe Press, part of the Perkins School but now being consolidated under the auspices of the National Braille Press in Boston, produces devices and appliances for the blind.

Several excellent sources supply information about materials for the deaf as well as the materials themselves. One of these is the Captioned Films and Telecommunications Branch, Division of Media Services, Bureau of Education for the Handicapped, Room 4819, 400 Maryland Avenue. S.W., Donahue Building, Washington, D.C. 20202. Libraries serving deaf persons are eligible for a captioned films account from The Captioned Films for the Deaf Distribution Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016. The films are both educational and recreational. Information regarding the deaf and deafness can be obtained from Alexander Graham Bell Association, 1537 Third Street, N.W., Washington, D.C. 20007. Materials useful with the deaf can be purchased through the Gallaudet College Bookstore, Gallaudet College, Kendall Green, Washington, D.C. 20002.

As in any search for materials, the search for appropriate materials for handicapped students, either for individuals or for collective groups, is a painstaking endeavor. A number of cautions should be regarded in seeking out and using lists of materials. For instance, a list may be out-of-date in comparison with more recent listings, or it may have been expanded and superseded. Many of the citations may not be usable, either because the materials are inappropriate or because they are no longer

available for purchase. A large number of lists are just bibliographic citations, without even a descriptive annotation. Or if there is a description of the material, there may not be an evaluation.

Evaluative appraisals of materials for the handicapped, especially nonprint materials, are difficult to locate. Therefore, all materials, either print or nonprint, that are being considered for use with handicapped students should be examined, previewed, and evaluated personally before being selected for purchase and/or use.

Knowledge and intelligent use of specialized sources of information about materials for the handicapped will enable school library media professionals to give better assistance to teachers in the selection of materials for handicapped students. It will help to achieve the ultimate goal of school library media professionals and other educators: to provide the most suitable learning materials to each individual student.

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CRITERIA FOR THE SELECTION OF MATERIALS FOR THE HANDICAPPED

by Henry C. Dequin

Every school library media professional recognizes the need for criteria as the basis for evaluating and selecting instructional materials. "What am I looking for? What qualities must a material have?" These are questions that must be considered in any search for materials.

Even before the phenomenal rise of audiovisual materials, back in the days when virtually only printed materials existed, criteria were available to guide the evaluation and selection of books, magazines, newspapers, and pamphlets. Now, in the present day, there are criteria that can be applied to every kind of material, whatever its form.

Despite the availability of a multiplicity of listings of evaluative criteria, attention to the development and formulation of criteria continues. Currently, as reported in a recent issue of Media Index (April 1979), a national committee representing twelve professional organizations is at work to prepare "Standards for Evaluation of Educational Programs, Projects, and Materials." Included in these standards will be criteria for the evaluation of any kind of educational material. The committee has established four basic desirable attributes of materials: (1) accuracy, (2) utility, (3) propriety, and (4) feasibility. Thus far, twenty-nine standards have been developed to help define these four attributes.

Criteria are equally important in the evaluation and selection of materials for handicapped learners. It should be remembered, of course, that many materials that are evaluated and selected for nonhandicapped students on the basis of general criteria as well as specific format criteria can also be selected for handicapped students on the basis of the same criteria. Consideration of such factors as difficulty level, interest level, technical quality, durability, cost, etc., can be applied to all kinds of materials whether they will be used by handicapped or nonhandicapped students. The same standard criteria that are followed in evaluating and selecting materials for regular students are therefore also applicable when evaluating and selecting materials specifically for special students.

There are, however, special criteria that need to be considered in regard to the needs of handicapped students in general and of particular types of handicapped students. For example, the size and weight of a book are important considerations for those who are manually impaired. The type-size used in a book is important for the partially sighted. Captions on films, filmstrips, and other pictorial presentations are necessary for those whose hearing is impaired.

Both special educators and professional librarians have addressed themselves to the need for the formulation of specific criteria for the evaluation and selection of materials for the handicapped. Regular and special educators of the handicapped are concerned about individual students and prescribing for each student an Individualized Education Program (IEP) which includes appropriate materials. The concern of school library media professionals in evaluating and selecting materials for

the handicapped is two-pronged. It is directed toward handicapped learners in general, with consideration for specific handicapping conditions, such as the educable mentally retarded, the visually impaired, the hearing impaired, and the orthopedically impaired. It is also directed toward specific handicapped students, and involves working with teachers in the development of IEPs and the evaluation and selection of appropriate materials for individual students.

In many respects, some of the presentations on criteria, although written with special learners in mind and published in specialized journals about exceptional children, nevertheless suggest criteria that are very general and are applicable to almost any kind of learner and material. Such general lists of criteria have been offered by Eash (1969), Boland (1976), Latham (1976), Teter (1973), Blake (1972), Bleil (1975), Wiederholt and McNutt (1977), and Thorum (1976); in the sound filmstrip set, "Approaches to Mainstreaming: Teaching the Special Child in the Regular Classroom" (1977); and in an article titled "Materials Analysis" (1976). Discussions of criteria more specifically pertinent to special students have been prepared by a committee of the Association for Library Service to Children, by Leroy Aserlind (1969), by the National Center on Educational Media and Materials for the Handicapped (1976), and by the Altoona Area Public Library (n.d.).

The Association for Library Service to Children (ALSC) has a committee on Library Services to Children with Special Needs that has been at work on the preparation of a document related to "Material Selection for Children with Special Needs." At this writing the document is still in rough draft but, when completed, will be published by the ALSC. A

major focus of this tentative statement is on the particular need of the special student rather than the disability that accompanies the need, because students with different disabilities may have similar needs. A second emphasis is on looking at existing materials and collections in new ways, with a view to adaptation of alternate uses of present resources. It may be more appropriate and less expensive to use existing materials rather than to seek out and purchase new materials.

The committee's working document presents guidelines that are intended for selecting materials for the general collection from which the needs of the individual students will be met. Enumerated are the special needs of the deaf and hearing impaired, the blind and visually impaired, the mentally disabled, the physically disabled, the emotionally disturbed, the learning disabled, and the gifted and talented. For each of these classifications are listed "implications" and "ways to meet the need." A further delineation of specific criteria emphasizes considerations based on: (1) students who have difficulty with written language, (2) students who require information in special formats, (3) students whose limited experience of their immediate environment requires realistic illustrations, and (4) the particular interests of special students.

The ALSC committee has based its statement on a discussion of research implications outlined by Leroy Aserlind (1969). Writing in 1969, Aserlind claimed that a lag existed between basic research and the action level (a lag which undoubtedly still exists in 1979). He stated that "studies which have utilized exceptional children as subjects have suggested that instructional materials should contain a number of intrinsic elements in order to enhance their effectiveness in the special class." He then

suggested "a way to synthesize several general aspects of research." An overview of Aserlind's synthesis of eleven areas of research and the implications of such research in regard to materials for special students is presented in Table 1.

TABLE 1

RESEARCH ON LEARNING AND ITS IMPLICATIONS

FOR MATERIALS FOR THE HANDICAPPED

Area	Research	Implications for Materials
Attention	Retarded students demonstrate attention deficits	Use color, shape, or other attention facilitator
Comprehension	Retarded students have difficulty with abstractions--greatest in verbal or visual communication	Materials should be simple, free of abstractions and other extraneous elements
Perception	Brain-injured students have perceptual problems in mastering academic concepts and materials	Materials should be free from perceptual and conceptual ambiguities and distortions
Progression	Retarded students learn in much the same way as regular students, and they can learn if material is presented in smaller increments than those presented to regular students	Materials should be sequenced in short incremental steps
Motivation	Must be considered in any type of learning involving a handicapped student	Materials should have built-in or adaptive possibilities for immediate and meaningful reinforcement
Reception	Involvement of additional receptors can facilitate the learning of handicapped students	Materials should utilize more than one receptor system: sight, sound, touch, movement

TABLE 1--Continued

Area	Research	Implications for Materials
Interaction	Much learning depends on the quality and frequency of adult-child interaction	Materials should provide opportunity for meaningful adult-child (teacher-learner) interactions
Repetition	Retarded students have deficits in retention, which can be aided by overlearning (repeated presentations of the material)	Precise identification of steps required in the acquisition of a concept or skill can provide repetition of these steps until the goal is mastered
Completion	Handicapped students (as also regular students) have the desire to achieve success by satisfactorily completing a task	Materials should be designed so that a learner achieves a sense of mastery by completing a part or all of an assigned task
Identification	Learners identify with the materials of learning and this identification should be positive. Physical, social, and emotional growth of handicapped students frequently outstrips their intellectual growth	Format and design of materials should be geared to the learner's chronological and social age, and the cognitive aspects geared to the approximate mental age (i.e., high interest level-low ability level type of material)
Limitation	Problems arise when the physical, mental, and emotional limitations of handicapped students are not considered in choosing materials	Material should reflect consideration of physical, neurological, and emotional characteristics of the learner

An extensive list of criteria that was prepared as a response to the contemporary emphasis on handicapped students is Standard Criteria for

the Selection and Evaluation of Instructional Materials. (The criteria are reproduced at the end of this article.) These criteria are the result of the efforts of former agencies sponsored by the Bureau of Education for the Handicapped (BEH), namely: the Special Education Instructional Materials Centers and Regional Media Centers Program (SEIMC/RMC Program) and the Area Learning Resource Center, Specialized Office, and National Center of Educational Media and Materials for the Handicapped Program (ALRC/SO/NCEMMH Program).

The Standard Criteria are divided into two levels, the teacher level and the national level, and can assist in evaluating and selecting materials for individual learners at the teacher level and for groups of learners at the national level. Unfortunately, the document itself does not clearly state these distinctions nor does it define "teacher level" and "national level." Consequently, the use of the latter term is confusing.

While these criteria are indeed applicable when evaluating and selecting materials at the national level (that is, for the broad range of handicapped students throughout the country), they are equally applicable at the local level (that is, for groups of learners in a smaller segment of the nation: school, district, or state). This understanding may help to clarify the question in the minds of school library media professionals: "Where do I fit into these criteria?" The answer is: "At both levels." The criterial statements at the teacher level can guide the school library media professional in assisting teachers to evaluate and select materials for individual learners. The statements at the national level will guide the school library media professional in evaluating and selecting materials for groups of learners at whatever level the professional is working: school, district, or state (as well as the nation).

The two divisions of teacher level and national level both have the same four subdivisions:

1. Identification of needs
2. Initial selection
3. Review
4. Decision making

The national level has one additional subdivision: Evaluation.

At the teacher level the identification of needs includes criterial considerations on the basis of the characteristics and educational requirements of a specific learner for whom material is sought. Initial selection emphasizes the process of searching materials information sources and screening the materials by means of abstracts and reviews but not necessarily by actual examination of the material. The review section focuses on an in-depth analysis of an instructional material in order to define the characteristics of the material and to match its characteristics to the learner's characteristics already determined. Decision making involves the final determination of suitable material for use in a specific individualized learning situation.

Identification of needs at the national level is directed toward identifying the availability and adequacy of sources of need information before selecting suitable materials. The initial selection criteria direct the seeker of materials to search various potential materials information sources and to screen the materials by means of abstracts and reviews but not necessarily by personal inspection. In the review stage there should be an in-depth analysis of the material in order to match the material with a specific student on the basis of learner characteristics, teacher re-

quirements, and materials characteristics; this stage involves the actual examination of the material. The decisions stage requires a final determination of suitable material that can be used or adapted in a specific learning situation. Evaluation, the fifth stage at the national level, necessitates a final judgment, either positive, negative, or inconclusive, regarding the usefulness and effectiveness of the material with the learner in a given learning situation.

The Standard Criteria have been carefully and thoroughly formulated and should be accorded wide dissemination and use. They can be used in the evaluation and selection of materials for nonhandicapped students as well as handicapped students.

Ann-Marie Forer and Mary Zajac (n.d.) developed the L.I.F.E. Project as a pilot project of the Altoona Area (Pennsylvania) Public Library to provide library service to the mentally retarded. The report on this project, titled "Library Services to the Mentally Retarded," in addition to offering suggestions for library services and programs for the retarded, lists criteria for the selection of various kinds of materials. (The criteria are reporduced at the end of this article.) The materials for which criteria are given are: (1) books, (2) multi-media book kits, (3) periodicals, (4) multi-media filmstrip kits, (5) records, (6) toys, (7) puzzles, (8) games, (9) pictures and posters, and (10) librarian made kits. These criteria are not restricted to the evaluation and selection of materials for the mentally retarded but are applicable also when selecting materials for other handicapped persons as well as nonhandicapped children and young people.

The foregoing discussion points up the need for school library media professionals to consider criteria in two ways:

1. Criteria for general materials that are being evaluated with handicapped students in mind.

2. Criteria to be used when evaluating materials (together with teachers) for use by specific individual special students.

In many respects, in both of these instances, the criteria themselves and the application of the criteria are no different in regard to handicapped students than in regard to nonhandicapped students. This is true for the simple reason that both handicapped and nonhandicapped students are thinking, feeling, reacting human beings. As such, the same criteria for evaluating and selecting materials are applicable to all.

Yet, in other respects, there are also differences. These differences must be borne in mind in regard to the materials for the handicapped and the criteria that are used to evaluate and select the materials.

It is certainly a good suggestion to emphasize the need of the special student rather than the disability. Nevertheless, the disability cannot be ignored because it may be the root cause of the need. The disability, as a class defect, has implications for the learning of a special student that are automatically imposed on the student because of the problem and which consequently affect the selection of appropriate materials. For instance, the informational needs of students may be comparable whether a student is handicapped or nonhandicapped, but materials format needs may vary greatly according to a particular handicap.

A blind student, because of the blindness, has a need for learning materials that use the auditory and tactile senses. A hearing impaired student, because of the hearing impairment, has a need for materials that utilize the printed word and pictorial representations. A deaf middle school student, because of deafness, may be reading several grades below grade level and require simple reading materials whose interest level appeals

to those of the same chronological age. And very often students with comparable disabilities have comparable needs. Aserlind's summary of research on various aspects of learning, while applicable to all students, has definite implications also for those who are handicapped, as Aserlind clearly demonstrated.

Two aspects need to be underscored in evaluating and selecting materials for handicapped students: (1) the characteristics of the learner, and (2) the characteristics of the materials in relation to the learner.

Handicapped students are distinctive in regard to needs, experiential background, and learning style. Each student has informational needs that are comparable to other students of the same chronological age as well as special informational needs that are determined by individual interests. The experiential background of a handicapped student, however, is often severely limited and far behind others of the same age. Each handicapped student also, because of individual ability and personal preference as well as because of the particular handicap, has a learning style that determines the modality or modalities through which learning can best be achieved. Materials that utilize these modalities should be used in order to compensate as much as possible for the deprivations that affect a student's life.

Certain materials characteristics are also particularly important in regard to handicapped students, such as:

1. Difficulty level
2. High interest/low ability level materials, both print and audiovisual
3. Size of print

4. Number, size, and concreteness of illustrations
5. Motivational qualities
6. Multisensory components
7. Attention-span requirements
8. Relationship to life styles

Materials vary greatly in quality and usefulness. Simply because a material has been published or produced does not, in itself, make the material "good." Every effort needs to be expended to determine quality and usefulness. Unfortunately, however, evaluative information exists for only a relatively low percentage of resource materials. School library media professionals have an important task, therefore, in evaluating all materials before they are purchased or used. This evaluation should be made on the basis of acceptable criteria in order to determine the appropriateness of materials for handicapped students.

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standard criteria for the selection and evaluation of instructional material

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) in cooperation with the national system of learning resource centers, professional associations, various other public and private agencies, and interested individuals provides a comprehensive program of activities to facilitate the use of new educational technology in instructional programs for handicapped persons. NCEMMH provides leadership and service in the development, design, and dissemination of learning resources that are effective for the handicapped. The Center is funded under Contract OEC-300-72-4478 by the Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education, and Welfare. The contract is administered through the College of Education and the Research Foundation of The Ohio State University.

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Duplication of the criteria, as distributed by NCEMMH, is permitted.

TEACHER LEVEL

I. IDENTIFICATION OF NEEDS

The outcome of stage I will be: a definition of the target learner and the learning environment prior to any selection of suitable instructional materials.

A. Learner Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the characteristics and educational requirements of the specific learner for whom material is being sought.)

1. Has an assessment of the learner occurred, and does the resulting data specify:
   a. demographic information about the learner, including:

Yes	No	NA	
____	____	____	(1) age
____	____	____	(2) sex
____	____	____	(3) instructional / developmental level
____	____	____	(4) language development or preference
____	____	____	(5) interest level
____	____	____	b. limiting conditions (medical/physical factors, etc.)
____	____	____	c. behavioral/affective characteristics
____	____	____	d. preferred modalities
____	____	____	e. strength areas
____	____	____	f. deficit areas

2. Has an educational plan been developed, based on learner assessment data, which specifies:

____	____	____	a. needed skill area
____	____	____	b. short and long-term instructional objectives
____	____	____	c. instructional strategies, including:
____	____	____	(1) sequencing

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___ ___ ___ (2) reinforcement
___ ___ ___ (3) modalities (input/output)
___ ___ ___ (4) monitoring

d. recommendations for:

___ ___ ___ (1) general instructional areas
___ ___ ___ (2) specific materials
___ ___ ___ (3) related activities

B. Program Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the overall program considerations with the specific learner(s) and learning requirements in mind.)

Yes No NA

1. Have provisions been made for integration of the individual educational plan into the total instructional program:

___ ___ ___ a. content
___ ___ ___ b. curricular compatibility
___ ___ ___ c. format/alternatives

2. Would implementation of the educational plan be affected by any of the following environmental constraints:

___ ___ ___ a. time/cost/physical considerations
___ ___ ___ b. grouping
___ ___ ___ c. equipment
___ ___ ___ d. personnel
___ ___ ___ e. teacher skill

II. INITIAL SELECTION

The outcome of stage II will be: the identification of at least two pieces of instructional material which, on first screening, appear compatible with learner requirements and which will be considered for further review. Identification of alternative materials for examination will facilitate final selection decisions on a comparative basis.

A. Search

(The items listed below outline the most common information resources available to the selector of instructional materials. The intent of this section is to encourage the user to investigate various potential materials information sources.)

1. Have you located resources which might provide information about materials:

___ a. colleagues
___ b. commercial
___ c. materials bibliographies
___ d. journals
___ e. curriculum libraries and centers (colleges, schools for handicapped, learning resource centers)
___ f. professional organizations
___ g. governmental agencies (national network, audiovisual center, etc.)
___ h. information systems (NIMIS, EPIE, ERIC, etc.)

2. As a result of the above process, have you identified at least two instructional materials which appear to address the learner's needs?

B. Screen

(Under optimal conditions, a written product abstract or review will provide information pertaining to all of the items listed below, so that actual inspection of the product is not necessary. In the absence of thorough and accurate material descriptions, however, scrutiny of the material itself will be required.

A secondary intent of this section is to educate both material users and material abstractors [including commercial publishers] about desirable elements to be included in product reviews.)

1. Does the material information resource provide information about the identified instructional product(s), such as:

Yes	No	NA	
____	____	____	a. instructional level
____	____	____	b. language level
____	____	____	c. interest level
____	____	____	d. sensory input and output modalities
____	____	____	e. educational subject/skill content
____	____	____	f. format
____	____	____	g. cost
____	____	____	h. grouping requirement(s)
____	____	____	i. required equipment

2. On the basis of the available information, does the identified instructional material appear compatible with:

____	____	____	a. learner characteristics
____	____	____	(1) the learner assessment
____	____	____	(2) the learner educational plan
____	____	____	b. program characteristics
____	____	____	(1) the total instructional program considerations
____	____	____	(2) the identified environmental constraints

III. REVIEW

The outcome of stage III will be: an in depth analysis of an instructional material in order to define the material's characteristics and match these characteristics to previously defined learner requirements. Implementation of this stage necessitates actual examination of the instructional material.

A. Analysis of Material

(This section includes recommended questions for determining the intrinsic qualities of the material[s] independent of specific learner characteristics and program requirements.)

Yes	No	NA	
____	____	____	1. Are objectives in behavioral terms (specifying what the student task is, under what conditions, and level of performance expected)?
____	____	____	2. Are techniques of instruction for each lesson either clearly specified or self-evident?
____	____	____	3. Are facts, concepts, and principles ordered in a logical manner (e.g., chronologically, easy to difficult, etc.)?
____	____	____	4. Does the material contain appropriate supplementary or alternative activities that contribute to or extend proposed learning?
____	____	____	5. Is repetition and review of content material systematic and appropriately spaced?
____	____	____	6. Does the content appear accurate?
____	____	____	7. Does the material avoid content which betrays prejudice, perpetuates stereotypes, or neglects the talents, contributions, or aspirations of any segment of the population?
____	____	____	8. Can the material be readily adapted to meet individual learner differences in abilities and interests?
____	____	____	9. Can pacing of the material be adapted to variations in learner rate of mastery?
____	____	____	10. Is provision made for adapting, altering, or combining input and response modalities according to learner variations?
____	____	____	11. Does the material incorporate evaluation items and procedures which are compatible with program objectives?
____	____	____	12. Are there sufficient evaluative items to accurately assess student progress?

___ ___ ___ 13. Is performance assessed frequently enough to allow accurate assessment of student progress and continuous feedback to learner?
___ ___ ___ 14. Is the format uncluttered, grammatically correct, and free of typographical errors?
___ ___ ___ 15. Are illustrations and photographs clear, attractive, and appropriate to content?
___ ___ ___ 16. Are auditory components of adequate clarity and amplification?
___ ___ ___ 17. Are all necessary components either provided with the material or readily and inexpensively available?
___ ___ ___ 18. Can consumable portions of material be easily and inexpensively replaced or legally reproduced?
___ ___ ___ 19. Is cost reasonable in comparison with similar commercial materials or homemade alternatives?
___ ___ ___ 20. Does the publisher clearly state the rationale for selection of program elements, content, and methodology (e.g., choice may be based on tradition, survey of other materials, logic of subject matter, experimental evidence, unvalidated theory)?
___ ___ ___ 21. Are testimonials, research, and publisher claims clearly differentiated?
___ ___ ___ 22. Are reinforcement procedures and schedules clearly indicated?
___ ___ ___ 23. Is a variety of cuing and prompting techniques used?

B. Matching Material to Learner

(This section involves the integration of the identified learner needs with the analyzed material characteristics to determine compatibility for instructional purposes.)

Yes No NA

___ ___ ___ 1. Are stated objectives and scope of the material compatible with learner's need?
___ ___ ___ 2. Are prerequisite student skills/abilities needed to work comfortably and successfully with the material specified and compatible with the learner's characteristics?
___ ___ ___ 3. Are the skills and abilities needed by the instructor to work effectively with the material specified and compatible with instructor's expertise?
___ ___ ___ 4. Are levels of interest, abstraction, vocabulary, and sentence structure compatible with characteristics of the learner?
___ ___ ___ 5. Is the degree of required teacher involvement (constant interaction, supportive or monitoring role, largely student directed, variable) compatible with teacher resources and learner characteristics?
___ ___ ___ 6. Does the material incorporate motivational devices to sustain student interest which are appropriate to the learner's characteristics?
___ ___ ___ 7. Are input and output modalities (visual, auditory, motor, tactile) compatible with learner characteristics?
___ ___ ___ 8. Is the demonstration of task mastery (e.g., written test, performance test, oral test) compatible with or adaptable to intended learner's characteristics?
___ ___ ___ 9. Is the format of the material (e.g., game, book, filmstrip, etc.) compatible with the learner's mental and physical abilities?
___ ___ ___ 10. Is the durability and safety of the material adequate for the learner?
___ ___ ___ 11. Is information provided indicating (successful) field testing of the material with students similar in learning characteristics and interests to those of the learner?

IV. DECISION MAKING

The outcome of stage IV will be: a final determination of material suitability for use in a specific learning situation. Individualization of the decision making, based on items of priority concern, is implicit in this process.

A. As a result of the review process, which questions have you identified as (most) critical to you in deciding to utilize the material with the learner?
B. On the basis of those critical priority concerns, is the material appropriate for specified learning requirements?
___ Yes (implies accept)

____ No (implies reject)
____ Unsure (requires more analysis)

C. If unsure of appropriateness, are there other less critical questions which could be considered in making the decision to utilize the material?

D. On the basis of those additional considerations, is the material now deemed appropriate for specified learning requirements?
____ Yes
____ Unsure

E. If still unsure of appropriateness of the material, will comparison with other previewed material(s), in relation to critical questions, help identify the material which most closely approximates the specified learning requirements?

F. If still unsure of the appropriateness of the material, would modifications of the material render it usable?
1. Do you have access to resources for required modification?

G. If no:
1. Return to search process. Reexamine sources of material identification and information in locating other potential materials.
2. Review learner characteristics in an effort to modify requirements for material.

NATIONAL LEVEL

I. IDENTIFICATION OF NEEDS

The outcome of stage I will be: identification of the availability and adequacy of sources of need information prior to any selection of suitable instructional materials.

A. Sources

____ 1. The National Needs Assessment sponsored by the Bureau of Education for the Handicapped
____ 2. Consumers who are currently working with handicapped children
____ 3. Analysis of curriculums and instructional priorities at Learner Level
____ 4. Analysis of learner characteristics
____ 5. Availability of appropriate materials for curricular areas
____ 6. Availability of effective materials for learners

II. INITIAL SELECTION

The outcome of stage II will be: the identification of at least ten pieces of instructional material which, on first screening, appear compatible with learner requirements and which will be considered for further review. Identification of alternate materials for examination will facilitate final selection decisions on a comparative basis.

A. Search

(The items listed below encourage the user to investigate various potential materials information sources and to consider essential points when gathering information about materials.)

Yes	No	NA	
____	____	____	1. Have you identified resources for materials which have potential use with the handicapped?
____	____	____	2. Have materials been identified which may be appropriate for the learner characteristics of the handicapped?
____	____	____	3. Have materials been identified which may be appropriate for the curricular needs of the handicapped?

B. Screen

(Under optimal conditions, a written product abstract or review will provide information pertaining to all of the items listed below, so that actual inspection of the product is not necessary. In the absence

of thorough and accurate material descriptions, however, scrutiny of the material itself will be required.)

Yes	No	NA		
____	____	____	1.	Is it a learner-use material?
____	____	____	2.	Is it an instructor-use material?
____	____	____	3.	Are all components of the material available?
____	____	____	4.	Does the material have potential for use with the handicapped?
____	____	____	5.	Is the material designed for use by the handicapped?
____	____	____	6.	Does the material appear to be practical to use with the handicapped?
____	____	____	7.	Does the material appear to be easily usable by the handicapped?
____	____	____	8.	Is the format of the material appropriate for the target handicapped audience?
____	____	____	9.	Is the material of acceptable technical quality?
____	____	____	10.	Does the material have instructional objectives?
____	____	____	11.	Does the material appear to meet the curricular needs of the handicapped target population?
____	____	____	12.	How does the cost of the material affect the accessibility to the material?
____	____	____	13.	Does the material appear to present any physical danger to the target handicapped audience?

III. REVIEW

The outcome of stage III will be: an in depth analysis of an instructional material in order to match (section D) the material for use with a specific student based on section A, Learner Characteristics, section B, Teacher Requirements, and section C, Materials Characteristics. Implementation of this stage necessitates actual examination of the instructional material.

A. Learner Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the characteristics and educational requirements of the specific learner for whom material is being sought.)

1. What are the possible modes of input?
   - ____ auditory
   - ____ visual
   - ____ tactile
   - ____ kinesthetic
2. What are the preferred modes of input?
   - ____ auditory
   - ____ visual
   - ____ tactile
   - ____ kinesthetic
   - ____ multisensory
3. What are the possible modes of response?
   - ____ verbal
   - ____ written
   - ____ gesture
4. ____ What is the learner's instructional level?
5. ____ What is the learner's interest level?
6. ____ What is the learner's reading level?
7. ____ What is the learner's interest areas?
8. What are the learner's interest/motivation requirements?
   - a. ____ use of a game-type format
   - b. ____ use of humor
   - c. ____ use of a variety of stimuli
   - d. ____ use of suspense
   - e. ____ use of novelty

f. ____ use of an interaction system of instantaneous feedback
g. ____ use of cartoon format
h. ____ use of puppets
i. ____ use of characters
9. ____ What are the learner's entry level skills?
10. ____ What are the learner's reinforcement requirements?

B. Teacher Requirements

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the requirements to allow a teacher/instructor to effectively use the material.)

1. ____ Are a teacher's manual and/or instructions provided?
2. If a teacher's manual and/or instructions are provided, does it include:
   a. ____ philosophy and rationale
   b. ____ statement of objectives
   c. ____ statement of instructional and interest levels
   d. ____ statement of reading level
   e. ____ statement of prerequisite skills
   f. ____ listing of material/program elements
   g. ____ listing of required materials and equipment
   h. ____ suggestions for teacher/instructor use
   i. ____ suggestions for student/learner use
   j. ____ suggestions for instructional alternatives
   k. ____ suggestions for evaluation
   l. ____ suggestions for additional resources
3. Instructor time requirements:
   a. ____ training
   b. ____ preparation
   c. ____ use
   d. ____ cleanup
4. What is the degree of instructor involvement?
   a. ____ full-time teacher involvement is required during instructional period
   b. ____ part-time teacher involvement required
   c. ____ no teacher involvement required
   d. ____ full-time aide involvement required
   e. ____ part-time aide involvement required
   f. ____ no aide involvement required
   g. ____ full-time parent involvement required
   h. ____ part-time parent involvement required
   i. ____ no parent involvement required
   j. ____ full-time peer involvement required
   k. ____ part-time peer involvement required
   l. ____ no peer involvement required
   m. ____ materials can be used independently by learners
5. Is the material practical?

Yes	No	NA	
____	____	____	a. maneuverability
____	____	____	b. ease of storage
____	____	____	c. number of parts
____	____	____	d. identification of parts
____	____	____	e. size of parts
____	____	____	f. storage/organization of parts
____	____	____	g. durability of product and packaging

____ ____ ____ h. replaceability of consumable and nonconsumable parts
____ ____ ____ i. requires use of specialized equipment

6. Is the total cost reasonable?

Yes	No	NA	
____	____	____	a. in-service training
____	____	____	b. initial cost
____	____	____	c. per use cost (replacement of consumables)
____	____	____	d. required supplementary materials costs
____	____	____	e. replacement cost (replacement of nonconsumables)

7. ____ ____ ____ Is the material appropriate for the curriculum?
8. ____ ____ ____ Has this material been field tested?
9. ____ ____ ____ If so, has it been found to be effective?

C. Materials Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying specific characteristics a material requires to allow for communication with a learner.)

1. Technical quality
   a. Quality of auditory presentation:

	Acceptable	Unacceptable
(1) clarity (easily understood, recording quality good)	____	____
(2) amplification	____	____
(3) voice level	____	____
(4) dialect/accent	____	____
(5) voice speed	____	____
(6) voice quality	____	____
(7) sequence	____	____
(8) quality of narration (reader style)	____	____
(9) music/sound/voice mixing	____	____
b. Quality of visual presentation:		
(1) sharpness	____	____
(2) color	____	____
(3) distracting elements	____	____
(4) complexity	____	____
(5) size relationships	____	____
(6) sequence	____	____
(7) subjective angle (learner point of view)	____	____
(8) objective angle (observer point of view)	____	____
(9) composition (visual format, visual arrangement)	____	____
(10) figure-ground definition	____	____
c. Quality of print and graphic presentation:		
(1) legibility (style and size)	____	____
(2) captioning (location and pacing)	____	____
(3) clarity of print (contrast)	____	____
(4) accuracy	____	____
d. Quality of tactile presentation:		
(1) Braille (clear and easily discriminable)	____	____
(2) tactile drawings (clear and easily discriminable)	____	____
(3) texture (clear and easily discriminable	____	____
(4) composition (physical format, physical arrangement)	____	____
(5) manipulables (discriminable, dimension, shape, mass)	____	____

2. Instructional quality

Yes	No	NA	
____	____	____	a. Does the selection of subject matter facts adequately represent the content area?

___ ___ ___ b. Is the content presented in the material accurate?
___ ___ ___ c. Is the content logically sequenced?
___ ___ ___ d. Is the content organized for ease of study?
___ ___ ___ e. Are various points of view, including treatment of minorities, handicapped, ideologies, personal and social values, sex roles, etc., objectively represented?
___ ___ ___ f. Are the objectives of the material clearly stated?
___ ___ ___ g. Is the content of the material consistent with the objectives?
___ ___ ___ h. Are the prerequisite skills for use of the materials stated?
___ ___ ___ i. Are essential sub-skills required included in the instructional sequence?
___ ___ ___ j. Is the reading level of the material stated?
___ ___ ___ k. Is the vocabulary systematically introduced?
___ ___ ___ l. Is the vocabulary consistent with the stated reading level?
___ ___ ___ m. Is the instructional level stated?
___ ___ ___ n. Is the interest level stated?
___ ___ ___ o. Is the material self-pacing?
___ ___ ___ p. Does the material provide for frequent reinforcement of major concepts?
___ ___ ___ q. Does the material summarize and review major points?
___ ___ ___ r. Does the material provide frequent opportunities for active student involvement and response?
___ ___ ___ s. Does the material provide for evaluation of user performance?
___ ___ ___ t. Does the material provide criterion-referenced assessment?
___ ___ ___ u. Are all of the supplementary materials needed for instruction included in the materials package?

D. Matching Material to Learner

(The following questions require a synthesis of information gained from stage III, Review. The synthesis is essential before proceeding to stage IV, Decision.)

Yes No NA

___ ___ ___ 1. Are the characteristics of the material compatible with perceived learner characteristics?
___ ___ ___ 2. Are the characteristics of the material compatible with perceived teacher requirements?
___ ___ ___ 3. Have you checked the list of criteria in the TEACHER LEVEL, stage III, Review, section B, Matching Material to Learner?

IV. DECISIONS

The outcome of stage IV will be: a final determination of material suitability for use in a specific learning situation. Individualization of the decision making, based on items of priority concern, is implicit in this process.

After the review process, it was found that the material was:

Yes No NI

___ ___ ___ needed by the learner
___ ___ ___ usable with the learner
___ ___ ___ usable by the instructor
___ ___ ___ effective

Decisions to:

A. Use

B. Adapt

C. Field Test

can be made by identifying from the review data responsiveness of the material to learner need, usability with the learner, usability by the instructor, and effectiveness.

Directions: For each criterion met, place a "+" in the appropriate box. For each criterion not met, place a "—" in the appropriate box. If no information is available, place an "NI" in the appropriate box.

Needed	Usable with Learner	Usable by Teacher	Effective

Match your review summary with the decision matrix below:

D. Recommendations

N	UL	UT	E	Recommend for:
+	+	+	+	U — Use/make available for use/information dissemination
+	+	+	—	A — Adapt
+	+	+	NI	U/FT — Use/Field Test
+	+	—	+	R/A/D — Reject/Adapt/Develop
+	+	—	—	R/A/D — Reject/Adapt/Develop
+	—	—	—	R/A/D — Reject/Adapt/Develop
+	—	+	—	R/A/D — Reject/Adapt/Develop
+	—	+	+	R/A/D — Reject/Adapt/Develop
+	—	+	NI	R/A/D — Reject/Adapt/Develop
—	+	+	+	R — Reject/not acceptable
—	—	+	+	R — Reject/not acceptable
—	—	—	+	R — Reject/not acceptable
—	—	—	—	R — Reject/not acceptable
—	—	—	NI	R — Reject/not acceptable

V. EVALUATION

The outcome of stage V will be: a final judgment, either positive, negative, or inconclusive, as to the usefulness and effectiveness of the material with the learner in a given learning situation.

Yes	No	NA	
____	____	____	1. Does this material meet the requirements of the teacher? (see teacher requirement section in review instrument)
____	____	____	2. Does this material meet the requirements of the learner? (see learner characteristics section in review instrument)
____	____	____	3. Does this material lead to the attainment of the specified objectives? (see instructional quality section in the review instrument)
____	____	____	4. Does the technical quality of the material meet the requirements of the learner? (see technical quality section in review instrument)
____	____	____	5. Do the instructional qualities of the material meet the requirements of the learner? (see instructional quality section of review instrument)

CRITERIA FOR MEDIA SELECTION*

The most effective service a library can provide for the retarded is access to multi-media materials which have been selected to meet their special needs. Establishing a special collection exclusively for the retarded is not the goal however. The more practical and philosophically sound goal is to include materials for the retarded in the regular collection. Inclusion of special materials is philosophically sound because it encourages mainstreaming. Everyone can select from these things, and the retarded are not singled out. Inclusion is practical since everyone can use and enjoy the materials. The game which is instructive for the retarded child can be equally instructive for the average child. The lacing boards, double handled scissors, and other specialized materials can be used to teach the older trainable child as well as the preschool child. The books, records, media kits, etc. can be universally used by all. So the cost of selecting materials using the specific criteria developed for the retarded can be justified because more than one type of patron can use it. This cannot always be said of materials selected for the general public. Often, not only are the retarded excluded from their use due to their handicap, but so are other handicapped and low-functioning individuals.

Another consideration for adding special materials to your existing

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*From: Anne-Marie Forer and Mary Zajac, "Library Services to the Mentally Retarded." Report on the L.I.F.E. Project of the Altoona Area Public Library, Altoona, Pennsylvania, n.d.

collections, particularly high-interest, low-vocabulary books, is the fact that the special needs of the retarded are often shared by other handicapped groups such as the learning disabled and those with speech and language problems. Poor readers and unmotivated readers who are reading significantly below grade level can profit from many of the same things selected for the retarded as long as those things are not separated from the regular collections. So providing special multi-media materials will help make it possible for libraries to serve many more non-users.

In general material selection is based upon the same considerations as program planning, i.e.: age, ability, level of functioning, length of attention span, special learning problems which interfere with reception of visual or auditory information, and other complicating factors such as an additional physical handicap. As mentioned earlier, teachers and therapists are the best sources of advice on what materials are appropriate.

The most important criterion for developing a collection for the retarded is its multi-media nature. Although books should be the heart of the collection, most libraries undoubtedly have many books in their existing collections which are suitable for the retarded. Therefore, we advise spending more at the outset on multi-media materials, especially book and record kits and manipulative materials such as games and educational toys or devices. The retarded individual learns and comprehends more easily if a concept is presented in several different modes so that he/she is required to respond visually, auditorially and experientially.

Selection Criteria

Books

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Easy or picture books:

1. Pictures should be simple and uncluttered.

2. Pictures should be as realistic as possible. Photographs are preferred.

3. Text should not be very long since the retarded child's attention span may be shorter than average.

4. Color drawings are more effective than black and white.

5. Storyline or plot should be simple. Many young retarded children have difficulty following a storyline. They like to point out and name different things in the pictures. Older retarded children often enjoy hearing the stories in picture books.

Fiction and non-fiction:

1. Reading level should not exceed 5.0. The majority of books should be at the 3.5 and below levels of readability.

2. Pictures should be numerous but not babyish.

3. Print should be fairly large and evenly spaced so that an over-whelming amount of text per page is avoided.

4. Books should be quite short and thin. Books of very low readability (3.0 and below) should not exceed 100 pages and include a good number of pictures. The shorter book is more apt to be finished by the retarded reader and therefore, give him a sense of satisfaction and completion.

5. Subjects of interest in the non-fiction area: Cars, racing, motorcycles, horses, dogs, cooking, nature, animals, biographies of sports heroes or movie stars (biographies of other types of successful and famous people are generally not popular with the retarded). Generally, retarded people have the same interests as their average peers.

6. Subjects of interest in the fiction area: mysteries, ghost stories, romance, adventure, social type novels which involve teenagers dealing with personal problems and family conflicts.

Multi-Media Book Kits

1. Follow the same criteria for selecting books.

2. If a record or cassette accompanies a book, choose the record version since more patrons have record players at home to use. It is also easier for them to operate a record player than a cassette player.

3. Clear signals or instructions should be given on the recording to indicate when to turn pages of the book.

4. Be careful of some publishers' packaging. They often include multiple copies of the same title. If we order a title which has multiple copies, we put the extras on the book shelf so that a retarded reader can borrow and read the same title which he has learned to read from the record version.

Periodicals

1. High interest easy reading are desirable.

2. Lot of pictures. If the readability level of a magazine is high, but it contains many pictures, it will be used.

3. Areas of interest: beauty and fashion, nature, cars, sports, crafts, and comic books.

Some suggested special titles: Sesame Street, Electric Company, News for You (New Readers Press), National Geographics World, Spidey, a high-interest, low-vocabulary comic book (Marvel Comics).

Multi-Media Filmstrip Kits

1. Captioned (silent) filmstrips should not be purchased since most retarded patrons will have difficulty reading the captions.

2. Color is much more effective than black and white.

3. Cassettes are probably more convenient than records. The program should be repeated on both sides, one

Multi-Media Filmstrip Kits (cont.)

side with audible signals and the other with automatic inaudible signals. The automatic signal is most necessary since many retarded patrons may have difficulty following directions for advancing the filmstrip at the proper time.

4. Emphasis should be placed upon selecting non-fiction subjects, especially in the areas of social studies and elementary science. We have found that retarded individuals more easily comprehend and understand difficult concepts which are presented in an audio-visual format than those in a print format.

5. Fables, legends, folk tales and other more high level stories that are too difficult in book format are most suitable for selection in the fiction area.

Records

1. Albums are better than 45 rpm discs.

2. Most children's records which are song and/or game type are preferable. More capable children do like to listen to stories on records which have no accompanying pictures. However, such stories require higher listening comprehension skills than most retarded children have acquired.

3. Adults prefer music, especially country-western, current popular songs of singers like Tony Orlando, the Carpenters, Neil Diamond, etc.

   "Oldies but goodies" are moderately popular. Classical and hard rock are not recommended.

4. Special education records should be carefully selected. Some are too instruction oriented, and without a teacher to provide direction, these do not make good records for the children to listen to alone. Parents and teachers, on the other hand, can make great use of this media.

Toys

1. No sharp edges.

Toys (cont.)

2. Made with non-toxic paints and dyes.

3. Sturdy construction with few moving parts which are easily broken.

4. Few accompanying pieces or parts. They get lost too easily.

5. Large parts or pieces which cannot be swallowed easily.

6. Washable.

7. Educational, i.e.: Teach a concept or encourage development of coordination or language.

8. Puppets can be included, but ordinary dolls and stuffed animals should be avoided. Children usually have these at home.

9. Included in this category are teaching devices such as lacing boards, double handled scissors, etc. Although they require some direction, we found that the children like to practice with these things unassisted.

Puzzles

Primary puzzles:

1. Knobbed, wooden puzzles with pieces which fit into a contained space are the best for young educable and older trainable children.

2. Wooden puzzles with adjacent pieces should not exceed 10 large pieces.

3. Puzzles with pictures beneath the pieces provide clues so that re-assembling the puzzle is easier.

4. Crepe or rubber puzzles are also very good since these materials have more give and make it easier for the child to succeed.

Intermediate puzzles:

1. Heavy pressboard or cardboard pieces should be large with 25-50 per puzzle.

Puzzles (cont.)

2. Wooden puzzles with more than 10 pieces are good for this level also.

3. Since trainable adults use these puzzles, select those with pictures which are not too childish.

Advanced puzzles:

1. 75-100 pieces are best, although a few retarded patrons may be able to handle a 250-500 piece puzzle.

2. Pictures of lakes, forests and the like which contain many pieces of the same color and few distinguishing marks should be avoided.

Games

1. Should be primarily educational. Colors, numbers, letters, money, time, etc. are concepts which sould be emphasized. Following directions and playing fairly are also concepts which are taught through games.

2. Clear and uncomplicated rules and directions.

3. Minimum of playing pieces.

4. Sturdy construction of game boards and spinners.

5. Uncluttered game boards with large spaces to make counting out easier.

6. Playing time short since a retarded child's attention span is usually short.

7. Outdoor type games can be included if they encourage development of large muscle coordination, can be easily carried and conveniently used at home.

Pictures and Posters

1. Pictures should be appealing to the retarded patron. They do not necessarily have to be great art.

Pictures and Posters (cont.)

2. Modernistic or psychedelic posters are not recommended. Realistic pictures or photographs are more readily understood.

3. Inexpensive.

4. Posters seem to be more popular than art reproductions.

5. 8-1/2" x 11" or larger are recommended.

SELECTING MATERIALS FOR INDIVIDUAL HANDICAPPED LEARNERS

by Sarah McCracken

With the advent of PL 94-142 the needs of the handicapped have become a vital concern of all educators. There was a time when the needs of the handicapped were considered to be the sole responsibility of special educators. At the present, because of the increased awareness of individual differences, education as a whole is becoming more involved in program planning for the handicapped.

Along with the increased involvement of regular educators in assuming responsibility for the education of the handicapped, there is a need for an increase in the utilization of the skills of a variety of professionals. In view of this increased need, it becomes apparent that we must work together in a partnership in order to maximize our resources and fully utilize the expertise in all areas of education. An extremely vital partnership must be developed between library media specialists and special educators (Heller and McCracken 1978). There is not only a need for library media specialists to become more informed about special education, but possibly there exists a more immediate need for special educators to become more fully acquainted with how to access and utilize the appropriate instructional media and materials for their students. In addition, equal if not greater in importance, is the need for each professional area to recognize and utilize the expertise of the other areas.

Because the writer is writing from the perspective of special education rather than that of library media services, this paper will not

address the issue of how to access media and materials. Rather, it will address the present state of the art with respect to media and materials for the handicapped. In order to present most accurately the picture as it appears today, it is important to give a very brief background of where we have been in this field.

The Background of Education for the Handicapped

As is so often true in any profession, special education has gone through several phases of development. The pendulum has swung not only from primarily self-contained placement, with special education responsible for the majority of handicapped students, to mainstream programs with regular education assuming the responsibility for the educational needs of the majority of handicapped students, but it has also swung with respect to the methods and strategies used in teaching handicapped learners.

Within the area of special education there are students who are classified into areas of special education with respect to their handicapping condition. This continues to pertain to those students in what is termed low-incidence programs. These include the obvious handicaps such as physical and orthopedic handicaps, the blind and visually impaired, and the deaf and hearing impaired. With these students, it becomes clearer what media and materials are needed to enhance their learning, such as Braille, motorized wheelchairs, canes, crutches, and mobility training. In fact, these students are easier to mainstream, in many respects, because teachers can quickly identify the problem, and the remedy is available. This is also fairly true with the severely retarded. It is not true that the severely retarded are easily mainstreamed, but it is true

that they are easily identified as handicapped, through appearance and behavior. They frequently need a totally different type of educational program. Therefore, they rarely become the responsibility of regular education.

In contrast to the low-incidence population, there are the high-incidence handicapped. These are the students whose needs will be addressed in this paper. They will be the focus of attention because: (1) they make up the majority of the identified handicapped students and are the students most generally found in every school and every classroom, (2) they present problems that are more complex because they are frequently invisible handicaps, and (3) they also create frustration on the part of both regular and special education. These students are frequently identified and labelled educably mentally handicapped, learning disabled, and behaviorally disordered. These labels have also been a subject of debate among special educators.

Regular education looks to special education for the answer to these problems, thinking that special education has some "special" or magical solution to teaching these students (Denny 1977). In reality, there are no "special" techniques, and it is unfortunate that the term attached to the education of these students gives that connotation. Many educators have been reluctant to mainstream these students and certainly many library media personnel have been reluctant to work with these students for that very reason. They have believed that they do not have that "special" secret that opens up all the mysteries regarding how these children learn and exactly how to teach them. That is a myth that the writer will attempt to dispel in this paper.

Early in the days of the identification of the learning disabled student, special education went through a period of attempting to identify the variables that interfere with these handicapped learners' ability to learn effectively and efficiently. As a result of this period, the term "diagnostic-prescriptive teaching" was developed. According to Ysseldyke and Salvia (1974), effective diagnostic-prescriptive teaching rests on four critical assumptions: (1) children enter a teaching situation with strengths and weaknesses, (2) these strengths and weaknesses can be reliably and validly assessed, (3) these strengths and weaknesses are causally related to the acquisition of academic skills, and (4) there are well identified links between children's strengths and weaknesses and the relative effectiveness of instruction. These assumptions have become the arena for a tremendous amount of controversy within special education. Out of these assumptions, two fundamentally different theoretical models have developed: the ability training model and the task analysis model (Quay 1973).

The investigators who have advocated the ability training model have had as their primary concern the diagnosis of strengths and weaknesses with respect to abilities as processes. Examples of this are the identification of perceptual and/or psycholinguistic processes which are presumed to cause inadequate skill development (Bannatyne 1968, 1969; Bateman 1967a, 1967b; Frostig 1967; Johnson and Myklebust 1967; Kirk, McCarthy and Kirk 1968; McCarthy 1972).

The task analysis viewpoint advocates assessment of academic skill development and instruction tailored to move the child from where he/she is to where we desire him/her to be. The emphasis is on component

skills and their integration into complex terminal behaviors (skills) rather than the training of test identified "processes" that presumably underlie (cause) skill development (Bijou 1970; Cohen 1969; Gold 1968; Mann 1971; Ysseldyke and Salvia 1974, p. 181).

The ability training model is the model from which emphasis has been placed upon modal input, i.e., auditory and/or visual input. The psycholinguistic concept was based on the schemata presented by Osgood (1957) which encompasses language behavior, language processes, and levels of organization (Hammill and Larsen 1974, p. 5).

Ysseldyke and Salvia concluded that of the two models, the task analysis model is the simpler model which leaves fewer undefined variables and unvalidated assumptions. Until now, the ability training model has little empirical support for reliable and valid assessment of its constructs. This is not to say, however, that, in the future, educators will not be able to demonstrate reliable and valid identification of processes underlying academic skill development (Ysseldyke and Salvia 1974, p. 184).

In view of the fact that the ability training model has not been established as a valid basis for educational decisions about children, the writer would like to emphasize that regular education and library media specialists need not feel that they must gain skill and expertise in that model before working with handicapped students. Take a good look at the task analysis model and compare it with what is required by PL 94-142 and the Illinois Rules and Regulations to Govern the Administration and Operation of Special Education, in the writing of the Individualized Education Program (IEP). The task analysis model makes the instructional objective the basis for skill development and this is consistent with the purpose of the IEP.

It is important at this point to emphasize to those people who select media and materials that there must be caution taken with respect to allowing the teaching material to determine the instructional objective. The instructional objective should determine the teaching material. This is where the media specialist can be of the greatest help to the special educator and the regular education classroom teacher. The teacher has the responsibility for determining the objective and needs the expertise of the media and materials professional regarding what material will be most effective in meeting that objective, given the present level of functioning of the child: (1) reading level, (2) language skills, (3) physical condition and motor skills, and (4) behavioral social and emotional level of development. This is where the partnership and the teamwork becomes vital and meaningful.

Guidelines for Library Media Professionals

In order to give the media and materials profession a set of guidelines to help in determining its role with handicapped students, the writer will present a framework from which to view what is happening today in special education and where your role as professionals can be the greatest asset to the handicapped.

The needs of the handicapped are being met through dividing programs into three major categories: (1) remedial programs, (2) adaptive programs, and (3) alternative programs. This paper will define these programs and help you identify each in your own setting and school.

Remedial Programs

The remedial program is the one that attempts to remediate the

skills that are necessary before the student can begin to acquire information in the school setting. The remedial program may be implemented within a self-contained program. A self-contained program is a program in which the student is assigned to one teacher, an aide, and a class of ten to fifteen or fewer students, more than 50 percent of the student's school day. A remedial program will be, in many cases, the primary focus of a resource program.

A resource program is one in which the students report to a special education teacher for supportive help one period a day or more, depending upon each student's IEP. With respect to resource programs the major responsibility for the students' education rests with regular education, whereas in self-contained programs the major responsibility for the students' education rests with special education. Too often, resource programs become tutorial programs rather than remedial programs (Laurie, Buchwach, Silverman, and Zigmond 1978). When this occurs, special education takes over the responsibility for the students' education. If we are truly mainstreaming students, the educational responsibility must rest on the shoulders of regular education, and it is the responsibility of special education to provide the tools and resources to regular education in assuming that responsibility.

The media specialist's responsibility in remedial programs will depend very much upon the theoretical model used by the special educator in the particular setting. If the special educator is using the ability training model, it will be difficult for you to locate media and materials to enhance the child's learning because of the questions that arise with respect to transference of these skills into meeting the goals

of the regular classroom. If, on the other hand, the special educator is basing the program on instructional objectives, you can be of great assistance in locating the materials that build the specific skills needed for that instructional objective. This is particularly true if you are familiar with the entire school curriculum, the minimal objectives of the regular classroom in which that child is being taught, and which supplementary materials have been useful to that teacher with other students in the classroom.

Adaptive Programs

The majority of handicapped students require an adaptive program. An adaptive program is defined as a program that helps the handicapped student meet the same objectives as all other students but the curriculum is adapted so the student can meet the objectives in spite of his/her handicap. An example would be a student who has good verbal skills but is unable to put verbal content into written form. The student could be helped by dictating his/her report to a secretary, taping the report and handing it in on tape, or being given the option of presenting the report verbally to the class.

It is in the area of adaptive programming that the media specialist can be of the most help to the handicapped. First of all, in helping the handicapped you are also helping many other students in the classroom by assisting the teacher with resources and tools to help him/her individualize the program for all students. Secondly, the special education teacher can spend more time in remediation rather than tutorial work because assignments and work are being completed in the classroom under the supervision of regular education. The remedial program can then concentrate

on the skills necessary to perform on written assignments, if feasible, to remediate those skills.

A very important thing to remember in adaptive curriculum is what the instructional objective is. If the objective is the communication of the content of a report, then the means to that end can be adapted. If the objective is clear and legible writing, then that is a remedial objective not an adaptive objective. Media specialists with their access to the most recent instructional technology have available to them much more information with respect to adaptive programming, within the regular program, than does special education. Media specialists have another advantage over special education: they are considered regular education and are, therefore, not outsiders coming in to tell regular education how to run their program.

Alternative Programs

Alternative programs are what special education programs were considered to be until the advent of manistreaming. It was previously felt that the handicapped needed something different from nonhandicapped students. This is not true for as many students as we previously thought and probably for fewer than we tend to believe need alternative programming today. Examples of needs that require alternative programming are those needs that exist with students who have not developed skills that are generally assumed to exist in students when they enter school or are developed through normal living and need not be taught in a classroom, such as speech and communication. Many severely handicapped students are non-verbal. This is a result of severe retardation in many cases or what is called "autism" in other cases. In special education we do not deal with

the cause, we leave that to medical science, but rather we deal with the educational needs presented by the problem. It is obvious that these students present educational needs that require an alternative program. This is the extreme example of the need for alternative programming. Others might include social and emotional needs that cannot be met in a regular classroom. Even with those needs it becomes a controversial issue whether an alternative program best serves these children, but that is another issue.

More important is, where does the media specialist stand with respect to alternative programming? This is an area where your assistance could be of utmost value. It takes more observation and inservice to get into that area fully. The expertise of the media specialist can be greatly utilized in the use of video equipment in working with communication skills of students. What you must remember is that special educators are not trained in the use of media and audiovisual equipment and we are generally very receptive to the help of your expertise in that field.

In summary, media specialists should take a leadership role within regular education knowing that (1) they do have the "special" training needed to select materials for the handicapped, (2) their training and expertise goes beyond that of both regular and special education in the assessment and use of media and materials, and (3) their role is one of the greatest resources we have available to us and we must use all available resources. With the decline in enrollment and the cutting back in budgets, we are not likely to be given unlimited resources from which to pick and choose what we want in the future.

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THE NATIONAL LIBRARY SERVICE FOR THE BLIND AND PHYSICALLY HANDICAPPED

by Elizabeth Carl

You are a school library media professional. You have been doing your job, and doing it well, for some years. Just when you have finally discovered where gracefully to shelve the Cuisenaire rods and are feeling especially competent, a teacher rushes into the media center to tell you that a visually handicapped child has enrolled in the second grade. "What," she says, "are we going to do about that?"

The National Library Service for the Blind and Physically Handicapped (NLS) can help. You can obtain, free on loan, curriculum support materials, recreational reading, musical books and scores, magazines, and playback equipment for eligible blind and physically handicapped students...or teachers. You can request Braille alphabet cards to satisfy the curiosity of your new student's sighted classmates. You may refer volunteers who want to help you and the child's teachers produce some curriculum materials locally, and the National Library Service will assist in training them. The Reference Section will help you learn more about blindness and physical handicaps and about available services and equipment.

The National Library Service for the Blind and Physically Handicapped is a name which stands for two ideas. In a narrow sense NLS is the central node, located in the Library of Congress, of a network of libraries serving the blind and physically handicapped. In a broader sense, it is the entire network, consisting of: (1) the Library of Congress, (2) four Library of Congress multistate centers, (3) the regional

libraries, generally one in each state, (4) subregional libraries, and (5) local libraries of all types throughout the country.

The NLS network provides free public library service nation-wide to anyone who temporarily or permanently cannot read or hold a standard print book or turn pages because of some physical limitation. Service includes free loan of books and magazines in Braille and on disc and cassette recordings as well as free loan and repair of playback equipment. Musical books and scores are available in large print as well as in Braille and recorded form. Residents of the United States, regardless of nationality, are eligible for service, as are American citizens living abroad. It is now estimated that over three million people are eligible, only a fraction of whom are currently registered.

The Library of Congress performs logically-central acts: acquisitions and cataloging, procurement of equipment, Braille certification and instruction, publicity of the national program, music service, reference service on blindness and physical handicaps, service to readers living abroad, and research and development efforts.

The fifty-six regional libraries provide most of the direct service to readers. They know the likes and dislikes of their readers, send them their books (and, in many cases, select the books), assist them in using the catalog, take care of getting their machines repaired, accept their praises, and listen to their complaints.

Service has traditionally been carried on largely by telephone and mail, using the "free matter for the blind" privilege. Many buildings are primarily warehouses. When a single Braille copy of Roots requires 24 inches of shelf space, plenty of room is a must! Service a la Sears

catalog is not without its redeeming features: equal access to information regardless of distance can be a reality. But more and more libraries are becoming accessible and receptive to walk-in business.

In Illinois, for example, readers are "mainstreamed." Services are available through local public libraries, each drawing on the resources of a subregional library within its system. The Illinois Regional Library for the Blind and Physically Handicapped in Chicago is fully accessible to serve readers in person.

As a school library media professional, where do you fit into this scheme?

First, you might be a recipient of materials on behalf of the blind and physically handicapped student or teacher. An institution having eligible readers may borrow from NLS for their use. If the second grade will be studying endangered species this semester, you will select and borrow some books from your regional or subregional library's collection just as you would make ready your print collection for a unit of study.

Second, you can be a conduit for information important to the child's support system of parents, teachers, classmates, and volunteers. The NLS network can help you answer their questions on blindness and physical handicaps, reading and writing aids, training, and resources,

Third, you can encourage students who are NLS readers to use the collection, just as you would encourage other students to use their public libraries. Recommend titles you think the child might enjoy, and help teachers find outside reading assignments in which the entire class can easily participate.

Finally, you can help eligible readers find NLS. Many who are

eligible on the basis of physical handicap or temporary disability do not know either that they qualify for service or how it could help them. Even in the case of legally blind children, resource teachers are occasionally so consumed with finding or producing texts for students--a demanding task--that the child's other informational and recreational reading needs are forgotten. Sometimes it happens that everyone working with the child assumes that someone else has initiated service. It never hurts to ask.

You are, in short, in a unique position to facilitate the blind or physically handicapped student's successful integration into the local public school.

PLANNING AN IN-SERVICE TRAINING PROGRAM

by Robert E. Abbott

Needs Assessment

One of the most valuable approaches in planning and implementing a successful in-service program is to conduct a needs assessment. The most appropriate procedure for a successful needs assessment is to involve all constituents who might possibly be served by an in-service training program. If the potential in-service participants feel that they have had an opportunity for input and have been involved in the planning and/or implementation of in-service content, they are more apt to manifest positive feelings toward the proposed in-service programs. Since the in-service program should be extended for all, the opportunity for input should be offered to parents, administrators, supportive personnel, special education staff, and regular educators. The needs assessment can be conducted through interviews, checklists, small group interactions, newsletters, or more formal organizational procedures. The data obtained can then be utilized through the structure of a planning committee or in-service advisory committee which can assist the designated local educational agency staff member with development of proposed in-service programs and activities. As a part of the needs assessment, opportunities for suggested in-service format along with resources and suggested presentors can be solicited. (Samples of in-service planning forms which can be effectively utilized for needs assessment are on the next two pages.)

COMMUNITY UNIT SCHOOL DISTRICT NO.60
Special Education Teaching Materials Center
West School
1319 W. Washington Street
Waukegan, Illinois 60085

OFFICE OF THE COORDINATOR OF SPECIAL EDUCATION, Robert E. Abbott 5-3-79

Leader: Please record your group's suggestions below.

Return to Mr. Abbott before you leave today.

Area of Special Education

I. Three obtainable specific goals for program next year (1979-80).

1.
2.
3.

.If you could change one aspect of the program, what would it be? Specify:

_____

II. Suggestions for in-service (released time) next year ('79-80).(Include topics, structured, possible speakers.)

1.
2.
3.
4.
5.

III. Reactions to 1978-79 (released time) In-service activities this year.

1. Activity liked the best: _____

Why? _____

2. Which format did you like the best?

___ workshop ___ lecture ___ small group interactions ___ exhibit show/ displays

IV. Use the attached list of program objectives for your area to add, delete, correct, revise to serve as program objectives for the 1979-80 school year.

V. Please have the group select one person to serve on the released time in-service committee for 1979-80 school year.

Record the person's name here _____.

Thank you.

LAKE-McHENRY REGIONAL PROGRAM

P.L. 89-313, P.L. 94-142

Mary L. Voss Budzik, Ph. D., Director

LAKE COUNTY DIAGNOSTIC CENTER
394 Peterson Road
Libertyville, IL 60048
(312) 367-4300

McHENRY COUNTY DIAGNOSTIC CENTER
131 Paddock
Crystal Lake, IL 60014
(815) 459-7300

Dear _____ _____ _____ _____
Name Title District Your phone number

The Lake-McHenry Regional Program would like to make our inservice programs available to as many teachers of special education students as possible. We are offering the availability of inservice programs in conjunction with your district institute days, staff meetings or as an after school district program in order to meet local needs. If you would be interested in scheduling any of the following inservice programs next year in your district please place a check by each one and return this questionnaire to:

Vicki Szech		Adelaide Bannon
Lake County Media Center	or	McHenry County Media Center
1400 Butterfield Road		SEDOM Center - 1200 Dane St.
Libertyville, Il 60048		Woodstock, Il 60098

We will contact you to make arrangements to insure that the program is tailored to meet your individual needs.

____Lake-McHenry Regional Program Services (general or specific areas such as; audiology services, speech/language, psychological, occupational therapy/ physical therapy, vision, voice clinic, otologic-audiological clinic.)

____Behavior modification for the classroom teacher

____Classroom management techniques

____Identification of the special education student

____Individualized education programs

____Mainstreaming the special education student

____Pre-school screening

____P.L. 94-142

____Characteristics of children with special needs

____Production techniques for teacher made materials (laminating, etc.)

____Media projects to use with students

____Use of television for classroom instruction

____Selection, utilization and evaluation of instructional materials

____Displays & demonstrations of commercial materials

____Adaptive physical education

____Other _____

Thank you for your cooperation.

Sincerely,

MLVB:jm

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Mary L. Voss Budzik

Mary L. Voss Budzik, Ph.D.
Director

The personnel responsible for planning the in-service programs need to be aware of all resources in the community, county, state, among the agencies and organizations. A file of resources should be kept up to date with names of speakers, topics, fees and type of in-service presentation to be offered. Governmental agencies such as the Illinois State Board of Education, the regional programs, and many professional and parent organizations are valuable resources for in-service training ideas, materials, and personnel. Many of these resources offer catalogs, brochures, audio-visual lists, rent media programs, and have speakers' bureaus.

The wide range of possibilities for in-service training formats should be reflected in the in-service training programs. Variety is often the difference between a successful or un-successful in-service training program. The use of media, workshops, interaction groups, make-it-take-it workshops, exhibit shows, and panel presentations can all add stimulation to the usual speaker or lecture approach.

The in-service program should be well organized and structured with specific plans prepared and distributed through an active publicity approach well in advance of the beginning of the school year.

The Role of the Media Specialist

The media specialist can serve as a clearinghouse person for resources for in-service activities. He or she can maintain a collection of resources and materials which can be made available to the designated staff responsible for in-service implementation. The media specialist can offer suggestions of resources via a file of such resources which is maintained. This person should be kept up-to-date by having an established

contact with community and state agencies and organizations as well as with commercial sources offering something for in-service training. A card file system of possible speakers, titles with contact address information along with a file of catalogs of available media materials, films, a cassette library of lecturers, convention presentations, and a list of bibliographic topical references should be maintained for staff utilization. Following is a list of suggested sources of information:

LIST OF SOURCES OF INFORMATION

Academic Therapy Quarterly, P. O. Box 899, San Rafael, California 94901.

Association for Citizens with Learning Disabilities, Pittsburgh, Pennsylvania.

Charles Merrill Company, 1300 Alum Creek Drive, Columbus, Ohio.

Closer Look, P. O. Box 1492, Washington, D.C. 20013.

Co-ordinating Council for Handicapped, 150 South Dearborn, Chicago, Illinois.

Council for Exceptional Children, 1920 Association Drive, Reston, Virginia.
- Teaching Exceptional Children
- Exceptional Children

Developmental Learning Materials, Niles, Illinois.

Foundation for Exceptional Children, 1920 Association Drive, Reston, Virginia.
- IEP Primer
- IEP cassette and filmstrip program

Illinois Alliance for Exceptional Children and Adults, 515 Giles Lane, Peoria, Illinois 61614.

Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777.
- Rules and Regulations to Govern the Administration and Operation of Special Education
- L. D. Manual: Recommended Practices
- IEP Manual
- Catalog of audiovisual resources
- Many other booklets and monographs available

Journal of Learning Disabilities, 101 East Ontario Street, Chicago, Illinois 60611.

LIST OF SOURCES OF INFORMATION (cont.)

Love Publishing Company, Denver, Colorado.

Maefax Company, 90 Cherry Street, Box 519, Johnstown, Pennsylvania 15907.

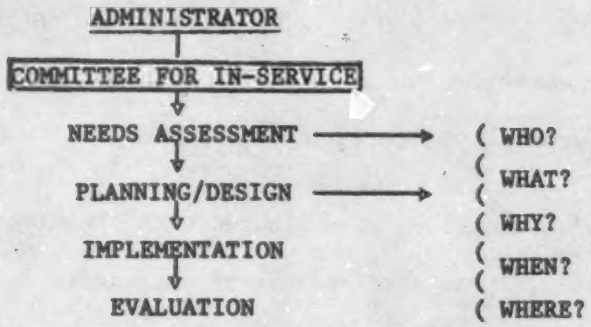
National Law Center for Handicapped, South Bend, Indiana.

Teaching Resources, 100 Boylston Street, Boston, Massachusetts.

In-service should be co-ordinated with the district school calendar and, if possible, include released-time components and information relative to state and regional convention programs. In-service might be co-ordinated on a regional basis through the regional program.

Creativity, structure and involvement are the prime ingredients for successful in-service programs along with knowing all possible resources available for planning in-service activities.

SUGGESTED STRUCTURE/PROCEDURES FOR IN-SERVICE ACTIVITIES FORMULATION

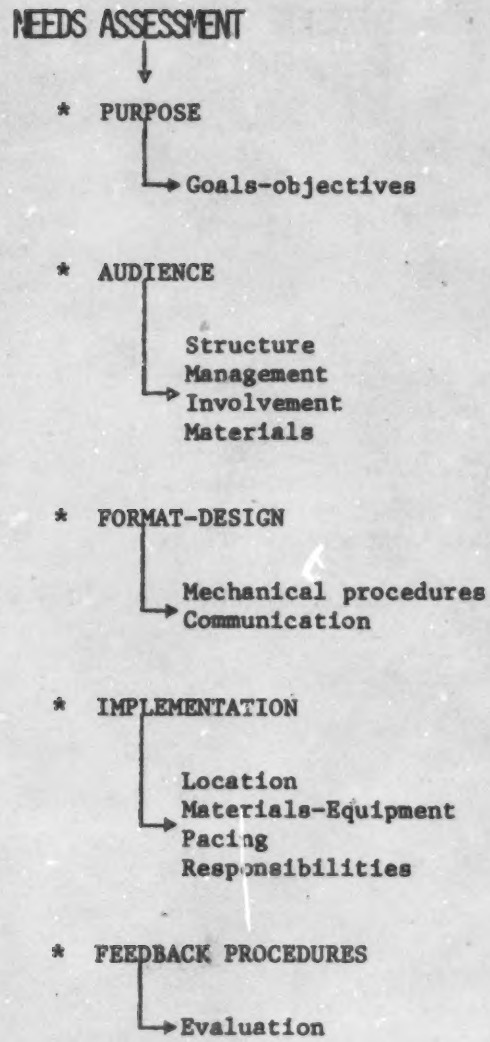


SUGGESTED LIST OF TYPES OF NEEDS ASSESSMENTS

ACTIVITIES/FORMATS

* Teacher led, non-administrator interaction sessions (Group)
* Check list (Individual)
* Questionnaire (Individual)
* N.C.A.T.E., North Central, S.E.A., On-Site Visitations
* Suggestion box (Individual)
* Interviews
* Committee structure-representative
* Sampling of opinions of staff
* Personal note with open-ended narrative format or sentence completion activities.
* M.B.O. or District evaluative procedures
  - (Observation
  - (Self evaluation
  - (Media video taping
  - (Written/Verbal evaluations
* Rating scales

FLOW SYSTEM FOR IN-SERVICE ACTIVITIES INITIATION



IN-SERVICE ACTIVITIES SHOULD BE PLANNED FOR

* SCHOOL BOARDS
* ADMINISTRATORS
* PARENTS
* TEACHING AND SUPPORTIVE STAFF/REGULAR/SPECIAL-ALL AREAS
* PARA-PROFESSIONALS (Aides, Helpers)
* BUS DRIVERS/CLERKS/JANITORS
* COMMUNITY AGENCIES, ORGANIZATIONS, LAY PERSONS

TYPES OR FORMATS FOR IN-SERVICE TRAINING/ACTIVITIES

* Make it - Take it Workshops
* Simulation-Awareness Activities
* Demonstrations with practice opportunities for participants
* Exchange day-professional role/methods/materials
* Media fairs - festivals
* Film Theaters
* Situational Role Playing Activities
* Commercial and/or teacher made materials exhibits
* "Brainstorm" Sessions
* Problem-Solution Sessions
* "Birds of a feather" Informal Interaction/discussions
* Panel presentations
* Topical conferences with participant choice
* Lecture
* Debates
* Work days - problems/committees/curriculum/classroom - structure environments
* Issues and Solutions Sessions
* Self discovery activities utilizing programmed media packages
* Seminars
* Clinics on a topic, procedure, issue.
* Visitation Day
* Conference Day
  - Parents
  - Administrators
  - Colleagues
* M. B. O. day
* Co-ordinated Regional Institute, Convention Attendance
* Evaluation-Assessment Activities

SUGGESTED TOPICS-SUBJECTS FOR IN-SERVICE ACTIVITIES

* Handicapped Adults/Graduates - Input-Feedback
* Media; how to use; how to make equipment centers.
* Community services-

Social Security	Employment Service
Division of Vocational Rehabilitation	Insurance
Courts	Health
Developmental Disabilities	Agencies
Leisure time-recreation	Religious

* PL 94-142/I.E.P./Dues Process Advocacy/Mainstreaming
* Prevention strategies (Early childhood, (Screening, (Seizures
* Litigation
* Assessment
* Competency standards
* Management
* Parent--school interactions/communications/co-operations
* Divergency in learning
* "Burn-out"
* Interface

"BEST SOURCES FOR IN-SERVICE RESOURCES"

C. E. C. = Council for Exceptional Children

A. C. L. D. = Association for Citizens Learning Disabilities

A. R. C. = Association for Retarded Citizens

STATE → LOCAL → UNITS

* Co-operative planning
* Communication
* Co-ordination (speakers, (resource media, (materials

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* Utilization of resources available
  - Personnel (Directories)
  - Materials (plays, books)
  - Media (records, tapes, films)

SOURCES FOR IN-SERVICE RESOURCES

* STATE DEPARTMENTS

  Personnel/media/materials
  guides/directories

* REGIONAL RESOURCE CENTERS

* BUREAU OF EDUCATION FOR THE HANDICAPPED

* ORGANIZATIONS
  - Professional
  - Parent
  - Service

  personnel/media
  materials/directories/guides

* INDIVIDUAL CONSULTANTS

* UNIVERSITIES
  - Public
  - Private

* TEACHER CENTERS

* COMMERCIAL FIRMS/TEACHER STORES

  media/consultants/materials
  contractual arrangements

* U. S., STATE, COMMUNITY AGENCIES

* LOCAL SCHOOL PERSONNEL AND DEPARTMENTS

RESOURCES FOR IN-SERVICE

For copies of the best materials available on due process, mainstreaming, individualized educational plans, records and nondiscrimination laws, write to the following organizations:

The National Center for Law and the Handicapped, 1234 North Eddy Street, South Bend, IN 46617. NCLH publishes a magazine called Amicus. The April 1977 issue deals exclusively with the Right to Education for All Handicapped Children Act, Public Law 94-142. NCLH has also provided practical information on the nondiscrimination law, Section 504, of the Vocational Rehabilitation Act.

The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. CEC has produced useful guides on due process, mainstreaming, least restrictive services and individualized educational plans.

The Children's Defense Fund, 1520 New Hampshire Avenue Northwest, Washington, D.C. 20036. CDF has produced practical guides on the nondiscrimination law (Section 504) on how to review a State's education plan.

The National Committee of Citizens in Education, Wilde Lake Village Green, Columbia, MD 21044. NCCE produces a newspaper on education issues called Network. It also publishes excellent materials on school records.

Bureau of Education for the Handicapped, U.S. Office of Education, 7th and D Street Southwest, Washington, D.C. 20202. BEH is responsible for the implementation of Public Law 94-142 and can provide copies of the law as well as answers to specific questions pertaining to the law.

SUGGESTED ROLES/RESPONSIBILITIES FOR MEDIA SPECIALISTS

MEDIA SPECIALISTS

CAN

* SERVE AS A "CLEARINGHOUSE OF RESOURCES-SOURCES"
* PRESENT AN IN-SERVICE, PARTICIPATE IN IN-SERVICE
* STORE/CATALOG/MAINTAIN/SERVICE/OBTAIN RESOURCES
* KEEP A FILE UP TO DATE OF
  - -- SOURCES
    - Directories
    - Guides
    - Bibliographies
    - Lists
    - Catalogs
    - Index of addresses/ contacts of agencies, organizations
  - -- PERSONS
  - -- EVENTS, CONVENTIONS (Program booklets)
* SERVE ON COMMITTEES; PLANNING, IMPLEMENTATIONS
* HELP PREPARE ITEMS FOR CONTENT

RECOMMENDED MATERIALS FOR PARENT EDUCATION

Avery, M., and Higgins, A. Help Your Child to Learn how to Learn. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962.

Baruch, Dorothy W. New Ways in Discipline. New York: McGraw-Hill Book Company, Inc., 1949.

Berne, Eric G. Games People Play. New York: Grove Press, Inc., 1964.

Ginott, H. Between Parent and Child. New York: The MacMillan Company, 1965.

Holt, John. How Children Fail. New York: Pitman Publishing Corporation, 1965.

Hunter, M. Reinforcement Theory for Teachers. El Segundo, California: TIP Publications, 1967.

Ilg, F., and Ames, L. Child Behavior. New York: Dell Publishing Company, Inc. 1965.

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Patterson, G. R., and Gullion, M. E. Living with Children - New Methods for Parents and Teachers. Champaign, Illinois: Research Press, 1968.

Reynolds, G. S. A Primer of Operant Conditioning. Glenview, Illinois: Scott, Foresman and Company, 1968.

Smith, J. M., and Smith, D. E. P. Child Management: A Program for Parents. Ann Arbor, Michigan: Ann Arbor Publishers, 1966.

Spock, B., and Lerrigo, M. Caring for Your Disabled Child. New York: Fawcett Crest Books, 1965.

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STRATEGIES FOR COMMUNICATING WITH PARENTS REGARDING SERVICES AND MATERIALS FOR THE HANDICAPPED

by Sarah McCracken

Working with parents is an extremely important part of working with the handicapped student. In special education we have learned, through experience, that progress with the student is greatly enhanced through the support of the parent and/or parents of the child. Conversely, if you do not have the support of the parent and/or parents, your progress with the student is likely to be slower and/or more difficult to achieve if at all possible. This is to say that the time spent with parents in gaining their confidence and trust is time well spent and, in the long run, worth the energy and planning devoted to the task.

The Parental Role

The parental role in decision making with respect to the educational program for handicapped students has been the result of both litigation and legislation (PL 94-142). The mandates have been a result of court decisions and pressure groups. The majority of these pressure groups have been made up of parents or people greatly influenced by the parents of handicapped children.

As a result of the mandates, the schools are required to invite parents to team planning meetings. As in all areas of the law, education must deal with the intent of the law as well as the letter of the law. The letter of the law specifies that the parent must be invited to attend and be involved in the IEP process. The intent of the law is

left to the school district to determine for itself in terms of "good" practice. The specific role and the extent of influence which parents should have during those meetings are yet to be defined. There are, at present, apprehensive feelings and attitudes on the part of many professionals toward parental participation during such meetings. If these feelings are allowed to persist the parental role may be limited unless efforts are made to enlarge that role. As mentioned earlier, the larger the participatory role of the parent, the greater progress for the child.

Parent-Professional Relationship

Before dealing with strategies for communicating with parents, let us try to analyze the professional's possible reluctance in dealing with parents in a comfortable parent-professional relationship. Many professionals have had difficulty working with parents because of a "myth" attached to their own profession. As professionals, we sometimes feel that we are expected to have all the answers to a multitude of questions and problems that center around education and learning theory. This myth has created roadblocks to communication between teachers and parents. Typically, it is assumed that being an effective helper means giving advice. When parents say, "What shall I do?" or "I don't know what to do," teachers are all too willing to respond with advice, i.e., "If I were you, I would..." Let us face it, being asked for advice and being able to respond with advice reinforces us by reaffirming our belief that we have instilled within us great wisdom, vision, and mental well being (Lichter 1976). Relinquishing this power is difficult and threatening, particularly if the advice-giver has occasional second thoughts about his own wisdom, vision, or mental well-being.

> "Teachers often have the mistaken notion that it is their duty to help parents accept or adjust to their handicapped child by giving advice or direction. This attitude may reflect the possibility that the teacher has already made a judgement of the parents and has evaluated them as maladjusted, unrealistic, or disturbed. Given this predisposition, it is possible that the teacher may turn to any number or combination of generally unhelpful strategies such as ordering, admonishing, exhorting, moralizing, preaching, advising, blaming, psychoanalyzing, ridiculing, lecturing, questioning, humorizing, or criticizing the parents" (Lichter 1976, p. 68).

According to Lichter, none of these strategies foster effective communication between parents and professionals. In our attempt to develop the strategies that are most effective in working with parents, let us examine the characteristics of the parent and/or parents of the handicapped. The most obvious characteristic and the one that creates the most problems for the parents themselves is the feeling of "guilt." This feeling of guilt is a result of a myth perpetrated by society itself. We are all reared with the myth that marriage is "eternal bliss" and the result of that romantic myth is physically and mentally beautiful and perfect replicas of ourselves. When the parents of the handicapped produce less than perfect replicas of themselves, it is a source of much conscious and unconscious guilt. One of the by-products of guilt is a feeling of inferiority. As if these two characteristics were not destructive enough in themselves, society then hypocritically says they must be "superparents." If they do not supply the additional amounts of care, love, and attention required twenty-four hours a day, 365 days a year, they may be labelled "superbad" parents. To avoid a label as destructive as "superbad," parents of the handicapped strive to be "super-good." They are acutely aware that society is looking over their shoulder

and judging if they are carrying out their prescribed duties, giving much love, attention, and devotion. This "goldfish bowl" type of existence eventually takes its toll in energy, strength, and courage.

Another result of society's emphasis on perfection is that professionals, even though they work with the handicapped, are threatened themselves by the imperfection in the handicapped. Professionals must come to grips with their own feelings before working with parents of the handicapped. If they are not honest about their own feelings, they cannot be totally honest with parents. It has been observed in research studies as well as in interviews with parents that isolation is a very prevalent characteristic of the parents of the handicapped. They are acutely aware of the fear, resentment, discomfort, and embarrassment that is felt by others when in the presence of a handicapped condition. Because parents frequently anticipate social rejection, pity, ridicule, and loss of self esteem and social prestige, they will frequently avoid situations that might result in personal emotional injury. This isolation is frequently misinterpreted by professionals. If parents avoid meetings regarding their child, it is frequently interpreted as not being interested in the welfare of their child. Another ramification of this isolation of both parent and child, is that it is frequently interpreted as "over protection" on the part of the parent toward the child. Given these characteristics of parents of the handicapped, let us talk about strategies that can be used in enhancing the communication between parents and professionals.

Communicating with Parents

Paul Lichter advises that communicating with parents begins with listening. When he talks about listening, he makes reference to active listening, as prescribed by Carl Rogers. Active listening requires that we attend fully to another person. In listening to the parent of a handicapped child, you are likely to hear criticisms of the educational system and criticisms of yourself and other professionals. It is very destructive to the parent-professional relationship if the professional allows himself/herself to become defensive with respect to the system or the profession. Allowing the parent to ventilate his/her feelings will open the door for better and more complete communication. The ability to do this takes time and practice. After listening to a parent, the process of helping a parent of a handicapped child begins with acceptance of that parent and the parent's situation. Remember, unless you yourself are the parent of a handicapped child, you are in no position to evaluate or make judgement about what that parent does or says. Even though you may have contact with that handicapped child in a school setting, that does not come close to dealing with that same child at home twenty-four hours a day, 365 days a year, including vacations.

It is easy to say not to make judgements which will stimulate feelings of guilt within parents, but it is more difficult to avoid than one can possibly realize until one works closely with parents of the handicapped. The guilt is so present, both conscious and unconscious, that it is frequently difficult to avoid no matter how hard you try. You may think you are being extremely careful and yet you may trigger a defensive note, which is usually a sure sign that you have touched a feeling of guilt.

The only caution I can give is to be aware that it has happened and be alert to what has triggered the problem, and this will serve you in the future with the same or different parents. An example of eliciting guilt when one has not intended to can be in the following dialogue:

Parent: "Johnny just isn't learning in your class, Mrs. Jones."

Teacher: "Well, I have done all I can for Johnny, Mrs. Miller. I have given him extra time. I can't take any more time away from the other children in order to serve Johnny's needs."

What this teacher has said to Mother is that it is not her, the teacher's, fault that Johnny is handicapped. If it is not the teacher's fault, then whose fault is it? Who should own the guilt for Johnny's handicap? Well, it seems that Johnny's mother is the only other person in the room, so therefore she must be the guilty party.

Terry Sullivan, who gives a presentation to professionals and parents regarding communication between parents and professionals, advocates that teachers prepare a script for themselves until they become accustomed to dealing with parents comfortably and not defensively. The teacher could have responded in one of two different ways to the parent:

1. Teacher: "I would like very much to show you what Johnny has done in my class. I feel he has made progress and will continue to make progress."

This response is positive and really not defensive. Many times, when parents are saying something negative about their child, they are asking you to tell them that it really is not true. If it is not true, do not be dishonest with them. They can see through that very quickly.

2. Teacher: "No, Johnny hasn't made the progress that I would have hoped for him. I am not sure why, but maybe you can help me with the answer to that question."

This response opens communication and allows the parent to verbalize feelings about the teacher, the school, and Johnny's problem.

Parents are becoming increasingly involved in the teaching process. Children with handicapping conditions need extra training. While a normal child picks up many skills on his/her own, a handicapped child needs special help. If the parent is able to train the child at home, the parent is helping the child function more effectively. An example of a program that is designed to be implemented and taught by parents to parents is the "Responsive Parenting Program" developed by Dr. Marilyn Clark Hall of the University of Kansas. This program helps parents deal with behavior at home. It is not designed for parents of the handicapped exclusively, but it is designed for all parents and all problems.

The Role of the Library Media Specialist

The role of the library media specialist is to serve as a resource to the classroom teacher with respect to materials and services, such as parent training programs, available to parents and professionals. Four programs, available for both are: (1) "Responsive Parenting Programs," (2) Parent Effectiveness Training, (3) Al Smith from the Illinois State Board of Education gives an inservice on communicating with parents, (4) Terry Sullivan, English teacher at Lyons Township High School and a parent of two handicapped children, gives an inservice training session for professionals who need skills in communicating with the parents of the

handicapped. He also gives inservice to parents in working with professionals.

In addition, the media specialist needs to become a partner with the teacher as well as the parent in discussing and planning the media and materials that can be used at home in enhancing the training of the handicapped child.

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Gordon, T. Parent Effectiveness Training. New York: Peter H. Wyden, 1970.

Greer, Bobby G. "On Being the Parent of a Handicapped Child." Exceptional Children 41 (May 1975): 519.

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SUMMARY OF THE INSTITUTE

by Henry C. Dequin

Last night it occurred to me that an institute is very much like the production of a play. In the past, I've been involved in dramatic productions both as a performer on the stage as well as the director of entire productions. Dramatic productions require a director and people in charge of various aspects, such as scenery, props, costumes, makeup, lighting, sound, programs, ticket sales, and so forth. Weeks of planning and rehearsal go into a production. Then comes the excitement and exhilaration of the actual performances, played out in acts and scenes. And when the curtain is drawn on the final performance and the set has to be struck, everyone involved in the production experiences some wistful reluctance. Even though the task has been long and grueling in the planning, rehearsals, and performances, there is a certain amount of regret that it is all over.

So also with this institute. Weeks and months of planning and arranging have been spent by every one of us in getting ready for this week. We have had people in charge of various aspects: Bob Abbott; Colleen Blankenship; Elizabeth Carl; Sarah McCracken; Kieth Wright; Valerie Wilford as our evaluator and coffeemaker; and Elva Wilderman and Jane Smith to distribute handouts, set up audiovisual equipment, record the sessions, and many other tasks. And all of you as participants have been performers in the drama of this institute.

There have been six daily acts with many different scenes in which each of you has participated during the past week. The acts have focused

in on PL 94-142, IEPs, materials, the National Library Service, inservice training programs for teachers, working with parents, and many other aspects.

There have been numerous plays within our play as we turned the spotlight on students who are handicapped visually, auditorily, mentally, orthopedically, emotionally--the multiply handicapped, the severely and profoundly handicapped. We have seen these children and young people with our own eyes. We have heard about them with our ears. We have thought about them with our minds. We have empathized with them in our hearts. Who will ever forget Nadia De Franco, who said, "I'll find a way"; Marty Mim Mack, who showed how he manipulates his artificial arms; John Kellerman, victim of cerebral palsy; and all the rest that each of you brought with you?

We have been blessed with comfortable weather during the week--not too hot, not too humid. This was arranged by special request. Recognizing, however, that the government has no control over the weather, the request was not put into the formal proposal for the institute. Rather, it was directed toward Sister Mary's friend who, she has assured me, is our mutual friend.

Also we have experienced a deep and genuine cordiality and friendliness with each other during this week. This has been felt also by others who have not been in our group. For instance, the lady who checked the meal tickets at the door of the cafeteria told me that our group was the friendliest group they have had and it was a joy to have us here. And my wife enumerated two joys of this week: first, the friendliness of all of the participants and consultants, and secondly, looking forward to what Bob Abbott would be wearing each day.

Now we are in the final act of the drama of our institute. The curtain is about to be drawn. The stage will be struck as each of you packs up all your materials and goes homeward-bound, and I get all the audiovisual equipment back to the various places it came from. Before you leave, take a curtain call and bid a warm farewell to each other. Some of the acquaintances made during this institute may even become lasting friends. Keep in touch with each other. If I can be of any assistance, let me know. And I am sure this holds true for each of the consultants--they will be glad to help you if you call on them.

As we draw the curtain on this institute, we anticipate that twenty eight new plays will be written with each of you as writer, producer, director, and star performer. And as you go forth onto the stage of life in your particular area of work to further the cause of services to the handicapped, I want to wish you good luck in the traditional figurative phraseology of the theater: "Break a leg!" I hope, however, that you will not take that literally and actually become handicapped yourself, but rather in the sense of Jennifer's inscription on the cake this morning: "Media with Special Ed does it exceptionally!"

FINAL CHARGE TO THE PARTICIPANTS

by Sylvia G. Faibisoff

I really do not feel that any of you need this "final charge to the participants." This room is already "charged" with enthusiasm, vivacity and the good feelings that can have been generated only by a successful week.

I regret that I was unable to be present to welcome you at the opening of the Institute and am sorrier still that I have arrived only in time to say goodbye and attend one session. The latter was most rewarding.

Dr. Seelye, Dean of the College of Professional Studies, regrets, too, that she was unable to welcome you and could not be here to say au revoir. We hope, however, that this will not be the last session that you will attend at Northern.

At this point, I wish to say a special "thank you" to Dr. Dequin. This has been an extremely informative and successful institute. I have heard nothing but good things about the organization and the structure of this program and look forward to participating in the final wrap-up.

This Institute on "Services and Materials for the Handicapped" has come at a particularly fitting time in this decade. The seventies will undoubtedly go on record as one particularly alert to the needs for service to previously neglected groups such as the handicapped, minorities and women. A Library Trends article in the early seventies refers to it as the decade of service-to-the-handicapped. This Institute is certainly a capstone event. It has addressed the needs of the institutionalized, the blind, the physically handicapped, the elderly, all groups, whose needs to

a very great extent, have been neglected. During this past decade we have witnessed many changes; particularly, the change in attitude toward meeting the information needs of these groups.

The seventies was also a decade in which institutions, such as libraries and information centers, realized that they could not superimpose programs on their constituencies, but that they must tailor their programs to meet needs. I was particularly pleased to hear Mr. Abbott emphasize the need to be aware of the needs. I think that this concept, coupled with the concept that people have a right to education and the right to know, have been tremendous steps forward and will provide the basis for service by libraries in the coming decade.

What will all of this mean in the eighties? As I indicated before, I did not think that the end of this decade marked the end of a cycle. I really think it was just the beginning. As a library educator, I hope that this institute will actually result in a number of spin-off programs, and will result in institutes of a similar nature for those librarians who have not been represented here. We, as library educators, are accused of being followers and not leaders. I think possibly, in this instance, this Institute has played a leadership role. We, at Northern, plan to introduce a course on service to the handicapped, the disadvantaged, the gifted, and other special groups.

Programs, however, do not begin and end in the classroom. You are the persons who will carry this program forward...and, each of you, I am sure from what you have said, is going back to your particular institution to apply what has been learned here. Whether it is on an elementary, junior high, high school, or community college level does not matter. You have gained a substantial bank of information from which to draw.

I would like to raise one more thought with you and that is to remember that these exceptional persons, these persons who are the handicapped, do continue to work and to learn after they leave your particular school. We have a charge to take these individuals just so far in our own agency and must then pass them on to another or higher institution that will take over where we leave off. As you were talking about the tendency for libraries to share resources, I have been particularly impressed by the need for continuity. You who are working with the handicapped have an opportunity not only to share material resources but can share and communicate the information that you have collected about your particular clients with other institutions.

I regret that public and academic librarians were not represented at this Institute because they will take over where school librarians leave off. This is a possible next step that can be considered in a series of Institutes on the handicapped. If there is one thought with which I can leave you, it is to ascertain that the next agency that takes over shares your knowledge about your clients and their programs.

Thank you for participating and a special thanks to Dr. Dequin, to the speakers, and to you all for contributing to the success of this event.

NORTHERN ILLINOIS UNIVERSITY
Department of Library Science

SERVICES AND MATERIALS FOR THE HANDICAPPED:
AN INSTITUTE FOR SCHOOL LIBRARY MEDIA PROFESSIONALS
August 12 - 17, 1979

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SERVICES AND MATERIALS FOR THE HANDICAPPED: AN INSTITUTE
FOR SCHOOL LIBRARY MEDIA PROFESSIONALS

August 12 - 17, 1979

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NORTHERN ILLINOIS UNIVERSITY
Department of Library Science
DeKalb, Illinois 60115

SERVICES AND MATERIALS FOR THE HANDICAPPED:
AN INSTITUTE FOR SCHOOL LIBRARY MEDIA PROFESSIONALS
August 12 - 17, 1979

SCHEDULE

Sunday, August 12, 1979

5:00 - 6:00	p.m.	Registration and check-in
6:00 - 7:00	p.m.	Dinner
7:00 - 7:30	p.m.	Overview of the institute and introductions by institute director
7:30 - 8:30	p.m.	"Introduction to and Interpretation of PL 94-142" (Dr. Kieth C. Wright)

Monday, August 13, 1979

9:00 -10:00	a.m.	"Handicapping Conditions and the Needs of Handicapped Children" (Dr. Kieth C. Wright)
10:00 -10:30	a.m.	Small group discussions regarding individual handicapped students
10:30 -10:45	p.m.	Break
10:45 -12:00	a.m.	"Development of Individualized Education Programs" (Dr. Colleen S. Blankenship)
12:00 - 1:00	p.m.	Lunch
1:00 - 2:00	p.m.	"Materials Components of Individualized Education Programs" (Robert E. Abbott)
2:00 - 3:00	p.m.	Small group discussions of IEPs in relation to individualized handicapped students
3:00 - 3:15	p.m.	Break
3:15 - 4:15	p.m.	"Bibliographic Sources of Materials for Handicapped Learners" (Dr. Henry C. Dequin)
4:15 - 5:00	p.m.	Participants will become familiar with the bibliographic sources and begin to make selections for an individual handicapped student

Schedule

Monday, August 13, 1979

5:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Audiovisual presentations on the handicapped

Tuesday, August 14, 1979

9:00 - 10:00 a.m.	"Criteria for the Selection of Materials for the Handicapped" (Dr. Henry C. Dequin)
10:00 - 10:30 a.m.	Small group discussions of the application of selection criteria
10:30 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	"Selecting Materials for Individual Handicapped Learners" (Sarah McCracken)
12:00 - 1:00 p.m.	Lunch
1:00 - 5:00 p.m.	Participants will examine bibliographic sources and make selections of materials for an individual handicapped student.
5:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	"Characteristics and IEPs of Handicapped Children in Age-Appropriate Schools of DeKalb County" Panel presentation by: Dave Costello, Coordinator of Programs for Multiply Handicapped and Severely Handicapped Children; Bill Peters, Coordinator of Special Education Programs in DeKalb County; Dan Hurd, DeKalb County Director of Special Education

Wednesday, August 15, 1979

9:00 - 10:15 p.m.	"The National Library Service for the Blind and Physically Handicapped" (Elizabeth Carl)
10:15 - 10:30 a.m.	Break
10:30 - 11:30 a.m.	Demonstration and examination of special equipment for the handicapped
11:30 - 12:30 p.m.	Lunch
12:30 - ?	Field trip to the Illinois Regional Library for the Blind and Physically Handicapped in Chicago - Presentation by Donna Dziedzic

Schedule

Thursday, August 16, 1979

9:00 - 10:30 a.m.	Small group sessions in which each participant will share the results of his/her search for materials for an individual handicapped student
10:30 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	"Planning an In-Service Training Program for Teachers" (Robert E. Abbott)
12:00 - 1:00 p.m.	Lunch
1:00 - 5:00 p.m.	Work in groups on an in-service training program for teachers
5:00 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Audiovisual presentations on the handicapped

Friday, August 17, 1979

9:00 - 10:00 a.m.	"Strategies for Communicating with Parents regarding Services and Materials for the Handicapped" (Sarah McCracken)
10:00 - 10:30 a.m.	Small group activity regarding strategies
10:30 - 10:45 a.m.	Break
10:45 - 12:00 a.m.	Plenary session for feedback from the small group sessions on in-service training programs for teachers.
12:00 - 1:00 p.m.	Lunch
1:00 - 2:00 p.m.	Summary of the Institute (Dr. Henry C. Dequin)
	Charge to the Participants (Dr. Sylvia G. Faibisoff)